A very faint, light-colored watermark or background image of a classical building with four columns and a triangular pediment occupies the entire page.

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SUMMER BULLETIN

1950

50

1950

Southern Illinois University
Carbondale, Illinois

Communication

This is a preliminary announcement of courses to be offered in the 1950 Summer Session, Southern Illinois University. A detailed class schedule will be issued the spring quarter.

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UNIVERSITY CALENDAR

Summer, 1950

June 12	Monday	Registration
June 13	Tuesday	Instruction Begins
July 4	Tuesday	Independence Day Holiday
August 3-4	Thursday-Friday	Final Examinations
August 4	Friday, 7 P.M.	Commencement

Southern Illinois University

Bulletin

Volume LXIV Carbondale, Illinois, February, 1950 Number 1

ANNOUNCEMENTS FOR SUMMER, 1950

Eight Weeks

June 12 to August 4

**PUBLISHED QUARTERLY WITH THE APPROVAL OF THE
PUBLICATIONS COMMITTEE OF THE UNIVERSITY**

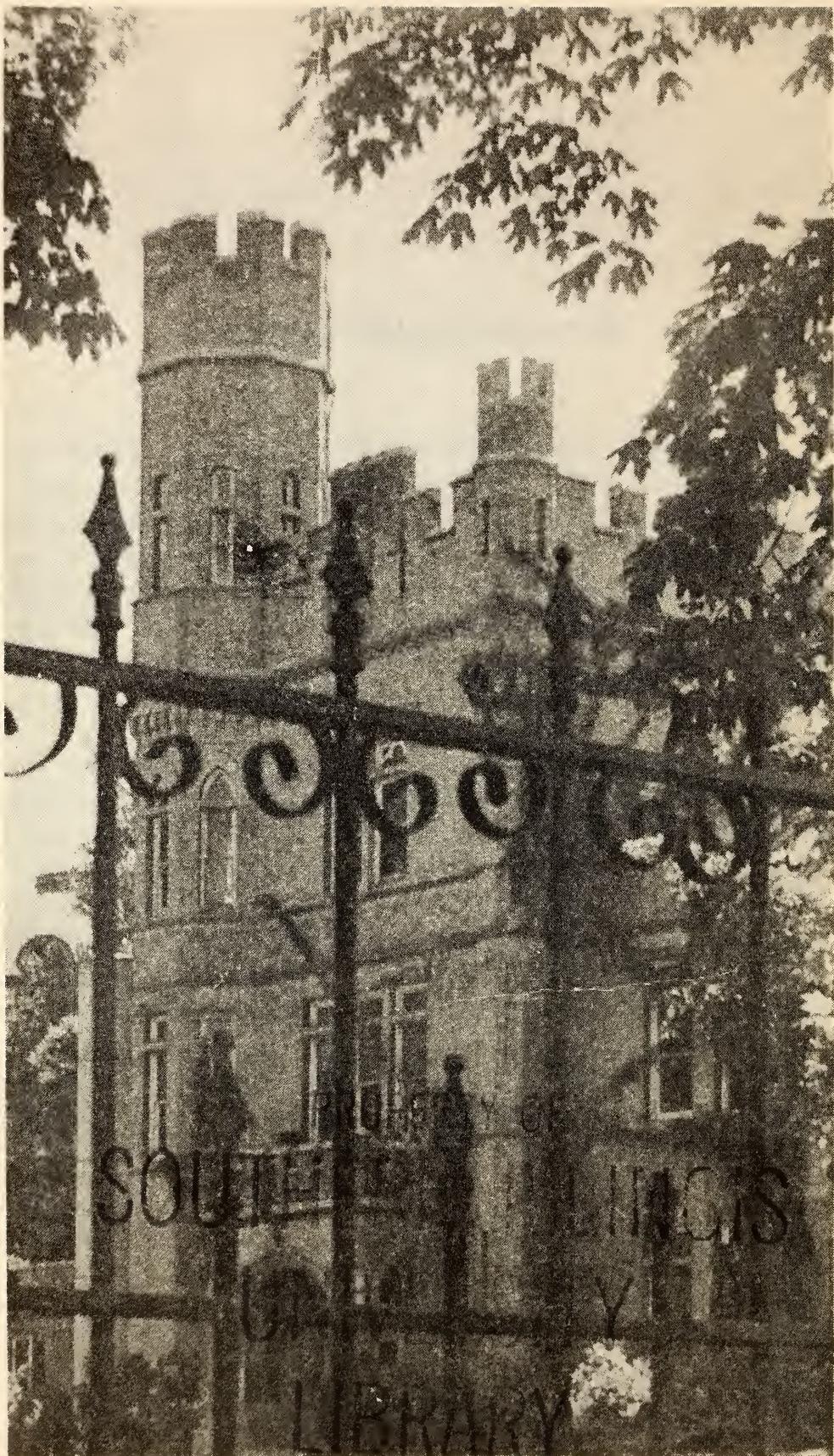
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Illinois under the Act of August 24, 1912.

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THE 1950 SUMMER SESSION

The 1950 Summer Session at Southern Illinois University will offer a wider range of educational opportunities than ever before. Undergraduate colleges and the Graduate School, profiting by the exceptional demand of last summer's teachers, have planned a broad program in order to accommodate the needs of the students. A number of visiting professors in special fields will be brought to the campus.

The Summer Session is designed primarily for the teacher who wishes to spend the summer months securing additional professional training, either in the College of Education or in the Graduate School. But the other undergraduate colleges--the College of Liberal Arts and Sciences, and the College of Vocations and Professions--will provide a full array of courses for students wishing to accelerate their general, technical, or professional programs; and the Graduate School will offer courses leading to the Master of Arts and Master of Science degrees, as well as to the Master of Science in Education degree.



CARBONDALE, ILLINOIS

ACADEMIC STANDING

Southern is accredited by the Commission on Colleges and Universities of the North Central Association in Group IV (as a University), the American Association of Colleges for Teacher Education, the Association of American Colleges, and the National Association of Schools of Music.

Women graduates of Southern are eligible for national membership in the American Association of University women.

AFFILIATED SERVICES

A United States Veterans Guidance Center is located on the campus and is available to all veterans for advisement, counseling, and certification for entrance into training under Public Laws 16 and 346. For further information, consult Mr. George Langdon, 400 West Grand.

A Field Office is maintained by the State Division of Vocational Rehabilitation at 219½ West Main Street, Carbondale, to render service to physically handicapped persons. Prospective students may consult with the local Field Agent by appointment, telephone 324.

HOUSING

Women students may secure board and room at Anthony Hall, a University dormitory, for \$10.00 per week. Applications should be sent to Miss Maxine Vogely, the Director. A deposit of \$5.00 is required to reserve a room.

Student rooms in Carbondale now cost \$3.00 to \$4.50 per person per week, with two students sharing a room. Several of the organized houses, including fraternities, sororities, and cooperatives, will accommodate non-members during the summer. A list of

room vacancies may be secured from Mrs. Mabel Pulliam, Housing Chairman, in the Dean of Women's Office.

Meals may be obtained at the university-owned cafeteria and in several boarding houses near the campus.

The University has 105 housing units on the campus and 95 especially attractive apartments at the Crab Orchard Ordnance Plant, ten miles east of Carbon-dale. These units are available for married veterans. Applications may be secured at the Housing Office, or from Mr. Ernest R. Wolfe, Supervisor of Veterans' Housing Projects.

SUMMER CO-RECREATION CALENDAR

June 21	Wednesday	Play Night on the Old Football Field
June 28	Wednesday	Square Dance on the Parking Lot
July 12	Wednesday	Square Dance on the Parking Lot
July 26	Wednesday	Swimming Party and Weiner Roast

CONFERENCES AND WORKSHOPS

Workshops Workshops, both on and off campus, are conducted during summers.

Students interested in campus workshops should correspond with the appropriate college deans. Persons interested in off-campus workshops should correspond with Mr. Raymond H. Dey, Director of the Division of Extension and Adult Education.

Consultants, rather than instructors, serve these groups, placing specialized resources at group disposal, both in discussions and in the exploration of individual problems and plans.

A Workshop for Administrators, Education 461, will be held on the campus for two weeks, July 10 to July 21,

three quarter hours of credit. Key areas in the administration of health education will be emphasized. The course is to be taught by Dr. Fishback, the staff of the Health Education Department, and off-campus consultants.

There will be two off-campus workshops in rural and elementary education, each to run for a period of five weeks and to offer eight quarter hours of credit. One is scheduled to start at McLeansboro, June 12, to be followed by one at Edwardsville, which will open July 17.

A number of conservation workshops will also be scheduled throughout Southern Illinois, each to last one week and to offer two quarter hours of credit.

Child Guidance Clinic. The Child Guidance Clinic was established in April 1936, for the primary purpose of aiding teacher education. With special aid and guidance given by the Illinois Institute for Juvenile Research, it has continued in the expansion of its services to many communities and schools throughout Southern Illinois. The Clinic works in close co-operation with the different divisions of the State Department of Public Welfare, with the different teacher-educating units of the University, with executives and teachers of public schools, with nurses and public health officials, with medical doctors, with county judges, and with parents of children who ask for assistance.

Additional information may be found on page 48 of the annual catalog. Specific information regarding pre-requisites and descriptions of the courses offered by the Clinic may be secured by contacting Dr. W. A. Thalman, Director of the Child Guidance Clinic.

Educational Materials Exhibit. The annual Educational Exhibit of textbooks and reference materials, instructional aids, audio-visual aids materials, and general classroom equipment will be held on University campus again this summer in the men's gymnasium, July 12

and 13. All materials and equipment are exhibited through the courtesy of the various supply companies serving Southern Illinois. City and county superintendents, high school principals, parents, students, teachers, board members, and the public are cordially invited to attend the Exhibit. Address any inquiries to Dr. Victor Randolph, Director of the Exhibit.

Short Courses. The Department of Home Economics, in cooperation with the Art and Industrial Education Departments, is offering a summer series of skill courses in Clothing Construction, Fashion Millinery, Art in the Home, Upholstering, and Tailoring. These courses will include 8 hours of classwork per day for a period of one week. The upholstering course is a two weeks' course, 8 hours of classwork per day.

H. Ec. 128--Clothing Construction--2 hours of credit.

In this course each student will construct two articles of clothing (a blouse and one other) by the new Bishop short-cut method.

Each student will provide her own materials. The fee for this course is \$4.75.

H. Ec. 129--Fashion Millinery--2 hours of credit.

This course includes a series of lessons on the fundamentals of millinery:

Lecture on parts of hats and sample millinery stitches.

Pattern making of beret, cutting material and sewing, trimming and manipulation, cabachons of ribbon.

Patterns of brims--cloche and sailor.

Cutting, wiring, covering brims.

Making crowns and patterns, trimming and lining.

Scotties or Pixie Patterns.

Demonstrations on straws and felts

Lecture on shapes and faces.

This course is to be taught by Mrs. Bea Mansfield, director and founder of the Fashion Millinery School, St. Louis. Outstanding originality has placed her among foremost American designers. Mrs. Mansfield's teaching background includes a faculty position at Washington University in St. Louis and the authorship of instruction sheets and books on millinery design.

Each student will furnish her own materials. Fee for the course is \$4.75.

H. Ec. 140--Art in the Home--2 hours of credit.

Instruction will be concentrated chiefly on decorative processes, including the silk-screen-printing process. Special help will be given in color and design.

Students furnish their own materials. The fee for this course is \$4.75.

H. Ec. 216--Upholstering--4 hours of credit.

Instruction will be given in the use of tools, materials, and fundamental processes of upholstering furniture. Each student will upholster a chair. She will buy her own upholstering material which can be had for \$8.50 and up. The frame and other materials will cost from \$5 to \$7.50. The fee for the course is \$8.75.

The course will be taught by Mr. Carl Kinsey, a member of the Industrial Education Staff at Southern Illinois University.

H. Ec. 363--Tailoring--2 hours of credit.

In this course each student under careful supervision will tailor one garment for herself. Lectures and demonstrations will be supplemented by up-to-date illustrative materials. Time-saving methods, high quality construction details, and professional finishes will be stressed.

Miss Ritta Whitesel, of the resident staff of the University of Illinois, will be the instructor. She has worked in custom-made shops in Chicago, was formerly head of the Clothing Department at Stephens College, and supervised the College Apparel Shop there. She has studied tailoring in Chicago and New York.

Each student will provide her own materials and pattern. The fee for this course is \$4.75. Other cost depends upon amount student wishes to pay for fabric.

RESERVATION

Reservation of a place in one or more of the skill short courses should be made at once by completing the enclosed Reservation Blank and mailing it, with your remittance, to Mr. Edward Miles, Business Manager, Southern Illinois University, Carbondale. All checks should be drawn to Southern Illinois University.

The date on the Reservation Blank will determine the order in which applications will be accepted. Registration in all classes, with the exception of Fashion Millinery, is limited.

For the tuition fee the enrollee will receive--

1. In the one-week courses, forty (40) hours of concentrated instruction and expert supervision; in the two-week course, eighty (80) hours.
2. Detailed instructions on what the enrollee should bring with her.
3. Use of equipment to make fast, concentrated work possible.
4. In the upholstering course, the chair, frame, webbing, and materials other than chair covering.

SOUTHERN ILLINOIS UNIVERSITY

THE COLLEGE OF VOCATIONS AND PROFESSIONS

Reservation Blank

(Home Economics Skill, Short Courses)

Date _____ Name _____

Address _____

Check below the courses in which you wish to register.

*Note fee for each.

Art in the Home - June 13-18. Registration limited to twenty (20) people.

Clothing Construction - June 19-24. Registration limited to twenty (20) people.

Fashion Millinery - June 26-July 1.

Tailoring - July 3, 5, 6, 7, 8. Registration limited to twenty (20) people.

Upholstering - July 10-22. Registration limited to ten (10) people.

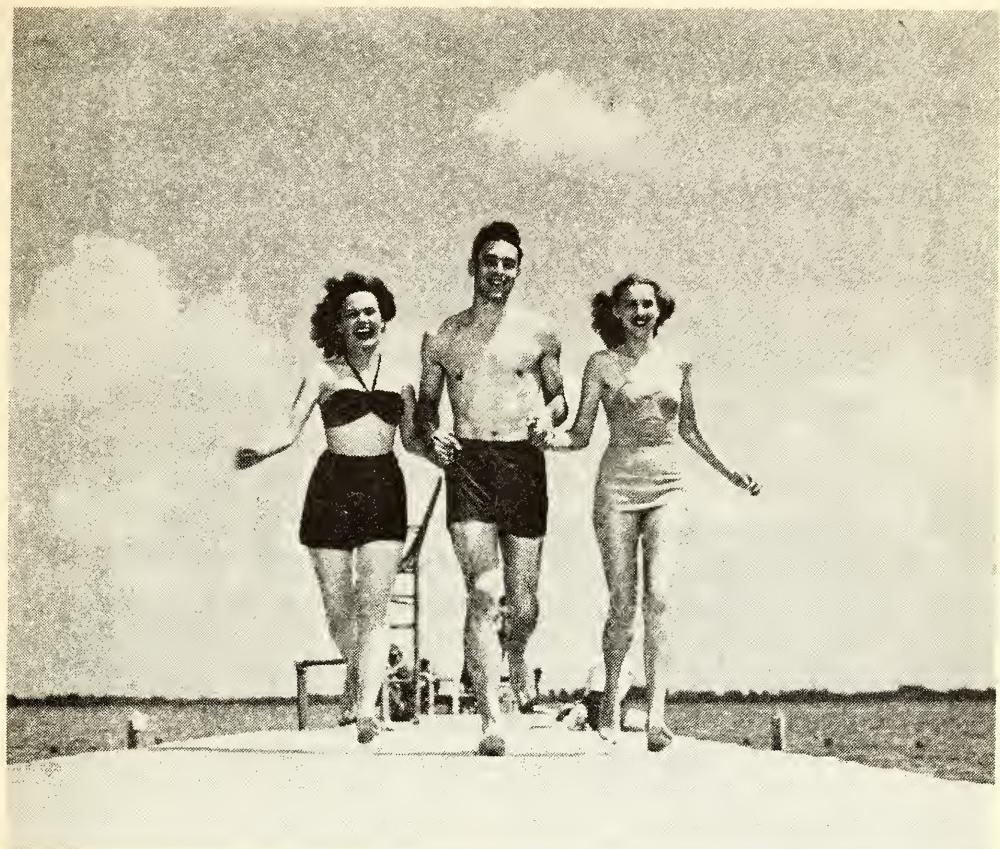
Please return this reservation blank and your fee to

Mr. Edward V. Miles, Jr.
Business Manager
Southern Illinois University
Carbondale, Illinois

Registration for these courses will be completed at the time of the regular university registration.

*See page 6





ADMISSION REQUIREMENTS

Admission to the summer session is limited to graduates of accredited high schools and to mature persons whose experience entitles them to admission without high school graduation. The latter, however, will be admitted as unclassified students. Any student contemplating matriculation should have a transcript of his high-school record and such college credits as he may have, sent to the Registrar prior to his coming.

Veterans and all persons over 21 who have not been graduated from high school may be admitted as regular college students, provided they pass the General Educational Development Test. For further information as to the nature of these tests, consult I. Clark Davis, Dean of Men.

REGISTRATION PROCEDURE

All new students, and others who have not previously been assigned to advisers, will report first to the Dean of Men or the Dean of Women for assignment. These advisers will assist them in their selection of courses and approve the schedules when finally arranged. The tuition bills are also made out and paid at this time.

All students will go to the Gymnasium to register.

ACADEMIC LOAD, COURSE NUMBERS, AND CREDITS

The normal student load for the eight-weeks' session is ten to twelve quarter hours. A student with special needs, by permission of the Dean of his College or the Chairman of the Graduate Council, may take a maximum of fourteen quarter hours.

Each class period is seventy-five minutes in length. The schedule of periods for the summer follows:

1st hour..	7:30-- 8:45	4th hour..	11:45--1:00
2nd hour..	8:55--10:10	5th hour..	1:10--2:25
3rd hour..	10:20--11:35	6th hour..	2:35

Courses numbered 100-199 are primarily for freshmen; 200-299, for sophomores; 300-399, for juniors and seniors; 400-499, for seniors and graduates; and 500 and above, for graduates.

SUMMER TERM REGISTRATION SCHEDULE

Monday, June 12

8:00.....	T-Z inclusive and Public Law 16
8:45.....	A-B inclusive
9:30.....	C-E inclusive
10:15.....	F-H inclusive
11:00.....	I-Mc inclusive
1:00.....	M-P inclusive
1:45.....	Q-S inclusive

FEES

Fees for all freshmen and sophomores for the summer session total \$19.00 as itemized below, plus federal tax on admissions.

Tuition Fee.....	\$11.25
Student Activity Fee.....	5.75
Book Rental Fee.....	2.00

Fees for juniors and seniors in the College of Education are the same as those for lowerclassmen. The tuition fee for the upperclassmen in the College of Liberal Arts and Sciences and in the College of Vocations and Professions is \$15.00, but the student

activity and the book rental fees are the same as for the others, making a total of \$22.75 plus tax. Fees for graduate students total \$17.00. This includes the tuition and activity fees, but not books. A matriculation fee of \$5.00 is charged in addition for those who are not graduates of Southern. An out-of-state fee of \$7.50 for the summer session applies to all students not residents of Illinois.

The student activity fee includes charges for limited medical service and hospitalization, library, and gymnasium and athletics. In addition to this, each student is given at the time of registration a ticket to the entertainment course.

Scholarships given men and women honorably discharged from the Armed Forces of the United States in either World War excuse the holders from all regular fees in any college. Holders of Normal School Scholarships are entitled to exemption from fees up to \$80 annually, or \$320 for four years. This covers the student's tuition, activity fees, and other fees, but does not include laboratory supplies and other material fees.

THE GRADUATE SCHOOL

Graduates of fully-accredited colleges and universities may pursue courses of study leading to the degree Master of Arts, Master of Science, or Master of Science in Education. Those wishing to qualify to teach may obtain either a Master of Science in Education, with a major in an academic field, or a Master of Arts (or Science) degree, with a minor in Education. The principal difference pertains to the requirement of a foreign language for the M.A. degree. In addition to a teaching degree in Education, graduate majors are available in Educational Administration and Supervision, Clinical Psychology, Elementary Education, Guidance and Counseling, and Special Education. By taking full-time summer work and part-time graduate work on evenings and Saturdays during the school year, it is possible for students to obtain the Master's degree in two years.

The degree Master of Science in Education is available in the following fields:

Biological Sciences

Education:

Clinical Psychology

Educational Administration and Supervision

Elementary Education

Guidance and Counseling

Special Education

English

Foreign Languages

Industrial Education (minor)

Mathematics

Physical Sciences

Social Sciences

The degree Master of Arts is available in the following fields:

English

Foreign Language

Government

History

Mathematics

Microbiology

Physical Sciences

Sociology

Zoology

Graduate Assistantships. A limited number of graduate assistantships are available for qualified students. These involve some teaching, research, or administrative duties, and are assigned chiefly on the basis of high scholarship. They carry monthly stipends of \$55 or \$110.

For information and application blanks, address the Graduate School, Southern Illinois University.

Admission to Graduate Work. An applicant for admission to the Graduate School is expected to present a baccalaureate degree from a fully-accredited college or university, although graduates of institutions of limited accreditation may be considered on their merits.

Admission to the Graduate School is not equivalent to admission to candidacy for the Master's degree.

Advancement to Candidacy. In order to be advanced to candidacy for the Master's degree, a graduate student must demonstrate his competence to do a satisfactory quality of graduate work.

This competence may be demonstrated at the beginning of the student's graduate work by his making a satisfactory score on a graduate aptitude test, which is required of all beginning students.

Otherwise, the student must demonstrate that he is of acceptable graduate caliber by making a "B" average on the first half of his required graduate credits.

Transfer of Credit. A maximum of sixteen quarter hours of acceptable graduate credit earned in another fully-accredited institution may be transferred to apply toward the Master's degree.

Off-Campus Courses. Graduate students may take approximately half the work leading to the degree Master of Science in Education at the Belleville Residence center. At least 24 hours must be taken on Campus.

A maximum of 16 quarter hours of graduate credit may be taken in Extension.

Tuition and Fees. Tuition and fees in the Graduate School for the Summer Session are \$17 plus tax, or \$2. per quarter hour. Graduate students are required to purchase their own textbooks instead of paying book rental. Graduate students are required to pay also the fee for the Graduate Aptitude Test.

Credit and Grade Requirements. To qualify for the Master's degree, graduate students must have forty-eight quarter hours, including thesis, of credit with "C" or above, and a "B" average of all graduate courses taken. At least half of the credits counting toward the degree must be earned in courses for graduate students only ("500" courses); the remaining may be taken in courses for graduate and advanced undergraduate students ("400" courses).

Language Requirement. The amount of foreign language required for the Master's degree is left to the student's major department or field, except that in no case is it to be less than that required in the corresponding undergraduate area at Southern Illinois University.

Requirement of Thesis. As a general rule, a thesis is required of all candidates for the Master's degree.

Admission Blanks. Graduate students wishing further information or admission blanks should write to the Registrar or to the Graduate School, Southern Illinois University, Carbondale, Illinois.

GRADUATE-LEVEL INTERNSHIP PROGRAM

FOR TEACHERS, SUPERVISORS, OR ADMINISTRATORS

The Southern Illinois University graduate-level teacher, supervisor, or administrator internship program is designed to meet the needs of those graduate students who desire to obtain practical experience in a public school while working on the Master's degree in education. Graduate students may enroll either in a teaching, supervising, or administrative program, majoring either on the secondary or elementary level.

The necessary application for admission to this program may be secured from the Director of Teacher Training and should be filed with him at the earliest possible date. Interns will be accepted in order of applications received and approved. Professional courses selected by the intern to meet the 32 quarter hours of class work must be approved, prior to enrollment, by the Director of Teacher Training.

	Quarter Hours
1. Summer classes at S. I. U.	12
2. Regular nine-month school year: during this period, the intern will be under the direct supervision of a campus consultant, working out of the office of the Director of Teacher Training.	
1) Field study (in lieu of thesis)	8
2) Two Saturday or evening courses	8
3) One-half time of assigned administrative, teaching, or supervisory duties assigned by the public school and the college consultant according to the graduate plan elected by the intern. (Salary of \$150 per month to be paid by the school.)	
4) One-half time devoted to a "practicum" assigned by the consultant.	8
	24
3. Summer classes at S. I. U.	<u>12</u>
	48

Only upon the approval of the Chairman of the Graduate Council and the Director of Teacher Training can the sequential order of the internship program be altered.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

All the work offered in the summer session carries regular university credit. A total of 192 quarter hours of credit is required for the degree. At least 64 hours must be in subjects numbered 300 and above, of which 48 hours must be made in residence. An overall average of "C" is required, with grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. The following is a list of requirements which should be fulfilled within the first two years of attendance:

Social Studies--20 quarter hours (work in 4 departments required)

Economics, 5 hours

Geography, 5 hours

Government, 5 hours

History, 5 hours

Sociology, 5 hours

Humanities--18 quarter hours

English 101, 102, 103--9 hours

English 205, 206, 209, 211, 212--6 hours

Art 120 or Music 100-3 hours

Note: The student is also advised to complete the foreign language requirement for the bachelor's degree within the first two years.

Biological Sciences--9 quarter hours.

Health Education 202--4 hours

Botany 101, 202, or Zoology 101, 105--5 hours from this group.

Mathematics and Physical Sciences--12 quarter hours

Chemistry, Mathematics, Physics (the 12 hours to be selected from two departments)

Practical Arts and Crafts--3 quarter hours

Agriculture, Business, Home Economics, Industrial Education (not required if the student has had any of this work in high school)

Physical Education--6 quarter hours

Students who transfer in the junior or senior years may substitute senior college courses in most departments for the freshman-sophomore courses listed above.

Ordinarily, students preparing to teach should register in the College of Education. Other students should register in the college in which their field is listed. Requirements for a Bachelor of Music Degree are somewhat less than those listed above. Music majors should consult the chairman of the Music Department.

COLLEGE OF EDUCATION

The College of Education is for men and women who are already members of the teaching profession, and for young people who intend to enter the field of teaching, of educational administration, or of some related field. Its aim is to provide a fully-rounded program of pre-service and in-service instruction and study. Its undergraduate and graduate curricula are intended to prepare students for teaching in the rural and elementary fields, high school, and college, and for positions as school administrators, supervisors, and supervising teachers. Opportunity for in-service growth is provided, through the Extension Division, on a graduate or an undergraduate basis, and also on a credit or a non-credit basis.

The courses of study in the College of Education lead to the degree of Bachelor of Science in Education. All students preparing to teach, irrespective of the departments in which they are majoring, should enroll in the College of Education.

**DEGREE REQUIREMENTS IN COLLEGE OF EDUCATION
FOR
THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION**

Secondary Education

State Minimum Requirements (Statutes or Examining Board Regulations)	SIU Requirements Based upon, or in Addition to, State Minimum Requirements
	. Qr. Hrs.
Oral and Written Expression	12 Eng. 101, 102, 103; plus 300 or 391, and Speech*; plus 6 hrs. selected from Eng. 205, 206, 209, 211, 212
Natural Science	9 5 hrs. selected from Bot. 101, 202, or Zoo. 101, 105; plus 12 hrs. selected from two of these three fields: Physics, Math., Chem.
Social Science	9 10 hrs. selected from two of these three fields: Geog., Econ., Sociology.
American History	Hist. 201 or 202
American Government	Govt. 101, 231, or 300
Humanities	9 Art 120 or Mus. 100; plus Eng. listed above
Health and Physical Education	4.5 Health Ed. 202; plus 6 hrs. of Phys. Ed.
Additional Work in above Fields	9 9 hours selected from aca- demic fields. In addition to foregoing academic re- quirements, student must take 3 hrs. in Ag., Busi- ness, Home Ec., or Ind. Ed., unless these were taken in high school
Adolescent Growth qr Ed. Psy.	3 Guid. & Sp. Ed. 205
Principles or Phil. of Ed.	3 Ed. 310

*See Page 46, pt. 8 and 9, of Annual Bulletin

Materials and Methods (Secondary) 3		Ed. 315
American Public Education 3		Ed. 331
Student Teaching (Secondary) 7.5		12 hrs. of student teaching (Secondary)
Electives in Profes- sional Ed. to bring total in Ed. to 24		Guid. & Sp. Ed. 305 or 306 or 345
Total Hours for Certification 180		Total hours for degree: 192 Major of 48 hrs. and minor of 24 hrs.; or a major of 36 hrs. and two minors of 24 hrs., one of which must be different from the major field.**
Student must have one major and one minor in separate fields, or must have three minors.		Reading knowledge of a foreign language is re- quired unless the student's major in Ag., Art, Business, Govt., Home Ec., Ind. Ed., Mus., Men's P.E.; Physics, Speech, or Social Studies (field major).

**Additional regulations:

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at Southern.

The student is held responsible for all requirements pertaining to prerequisites to student teaching and should study the section in the annual bulletin which lists such requirements.

The student, to graduate, must have a "C" average in his major field and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

A "field major" may require more than 48 hrs., and if a "field minor" is credited, two minors must be carried.

Elementary Education

State Minimum Requirements (Statutes or Examining Board Regulations)	SIU Requirements Based upon, or in Addition to State Minimum Requirements.*
	Qr. Hrs.
General Psychology	4.5 Guid. & Sp. Ed. 205
Ed. Psy., Child Psy.,	
Human Growth and	
Develop.	3 Guid. & Sp. Ed. 305 or 306
Methods and	
Curriculum (Elem.)	3 Ed. 314
Reading in the	
Elem. School	4 Ed. 337
Phil. of Education	3 Ed. 355
Student Teaching	
(Elem.)	7.5 Student Teaching, 12 hrs. (8 must be Elementary)
American Public Ed.	3 Ed. 331
Language Arts	24 Eng. 101, 102, 103; plus 6 hrs. selected from Eng. 205, 206, 209, 211, 212; plus 9 hrs. elective in Language Arts.
Natural Science	24 5 hrs. selected from Bot. 101, 131, 202, or Zoo. 101, 105; plus 4 hrs. Chem. or Physics; plus 15 hrs. elective in Natural Sciences.
Mathematics	7.5 8 hrs. Math. (4 hrs. must be in Methods.)
Social Science (must include Am. Hist. and Am. Govt.)	24 Hist. 201 or 202; Govt. 101, 231, or 300; plus 5 hrs. in Geog.; plus 5 hrs. in Econ. or Sociol.

Fine and Applied Arts	18	Art 120 or Mus. 100; plus 15 hrs. elective in this field.
Health and Physical Education (must include 3 hrs. of materials and methods)	7.5	Health. Ed. 202; plus 6 hrs. in physical education; plus 3 hrs. in Materials and Methods of Teaching Phys. Ed.
Total Number Hours Required for Certification	180	Total Number Hours for De- gree; 192, with a "field minor" of 24 hrs. in each of these fields: Social Studies, Natural Science, Language Arts.*

* Additional Regulations:

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at SIU.

The student is held responsible for all requirements pertaining to prerequisites to Student Teaching and should study the section in the annual catalog which lists such requirements.

The student, to graduate, must have a "C" average in his major field (Elementary Education) and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

The student must have a "field minor" of at least 24 quarter hours in each of these three fields: Language Arts, Natural Science, Social Science.

STUDENT TEACHING AND OBSERVATION

Supervised student-teaching is conducted at Southern in the University School, and at times in cooperating schools both in and near Carbondale. Opportunities are provided for student teachers to observe, participate, and teach in actual classroom situations under the guidance of competent instructors.

The College of Education requires twelve to sixteen quarter hours of student teaching for the degree Bachelor of Science in Education. Usually, eight hours are assigned in the student's major field and the remaining hours in a minor field. The student majoring in elementary education usually carries the full twelve hours at one grade level.

Application for student teaching for the summer session should be made not later than March 1. Application blanks may be secured by writing to the Office of the Director of Teacher Training, College of Education.

Rules regarding student teaching may be found on page 46 of the 1949-50 annual catalog.

Opportunities for student teaching in the University School will be available at three levels this summer: secondary, elementary, and kindergarten.

COLLEGE OF LIBERAL ARTS AND SCIENCES ENTRANCE REQUIREMENTS

Graduates of any recognized four-year high school or academy, with fifteen units of secondary work, are eligible for admission.

DEGREE GRANTED

The College of Liberal Arts and Sciences grants the degree of Bachelor of Arts.

REQUIREMENTS FOR GRADUATION

To graduate, a student must

1. Meet the general requirements of the University listed on pages 17 and 18.
2. Complete 4 hours in psychology or philosophy.
3. Develop a reading knowledge of a foreign language. This ordinarily requires 9 hours of university study or its equivalent.
4. Complete a minor of at least 24 hours.
5. Acquire a major of at least 42 hours in the following subjects (some departments require more):

Botany	Government	Physics
Chemistry	History	Physiology
English	Mathematics	Sociology
Foreign Language	Microbiology	Zoology
Geography and Geology	Philosophy	

Students in the College of Liberal Arts and Sciences may also major in Art, Economics, Music, or Speech, if they do not undertake professional concentration in these fields.

THE COLLEGE OF VOCATIONS AND PROFESSIONS

The general admission requirements stated on page 10 and the general degree requirements stated on pages 17 and 18 of the catalog govern the College of Vocations and Professions.

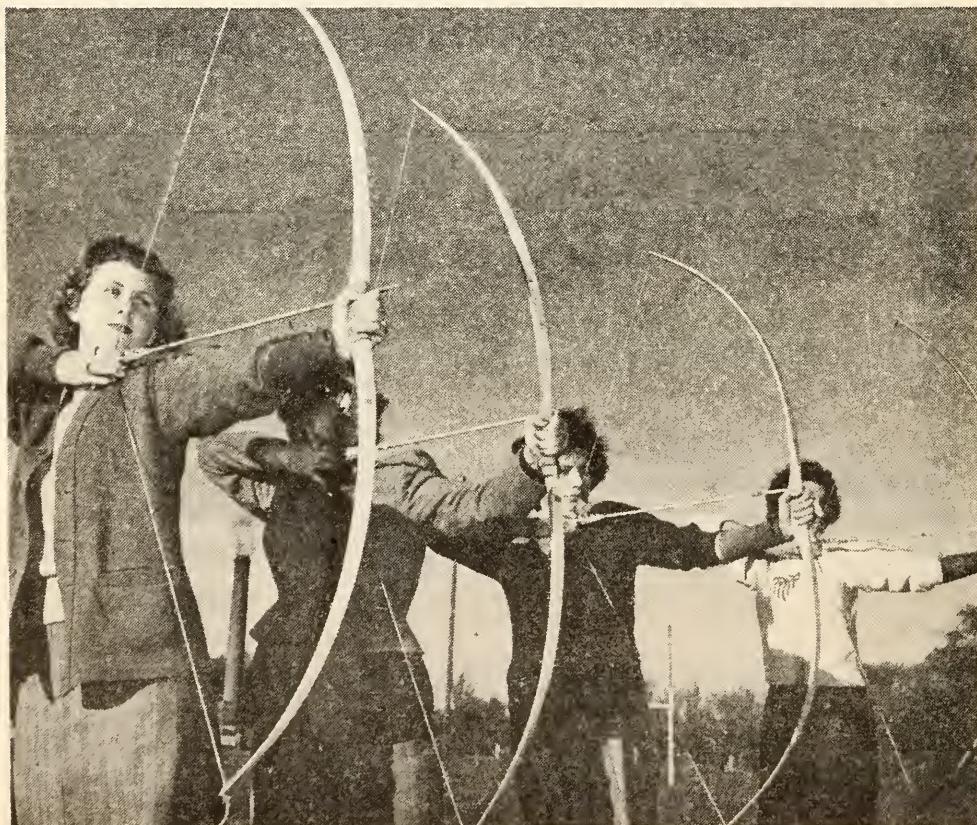
This College grants the degree of Bachelor of Science.

The College offers majors and minors in each of the following fields:

Agriculture	Industrial Education
Art	Journalism
Business	Music
Economics	Speech
Home Economics	

The curricula in the College of Vocations and Professions are designed to develop competence for particular occupations and professions. While a student may choose his field of specialization late in his college career without incurring much loss of time in completing the work for the degree, it is desirable to make the choice early.

In addition to meeting the needs of students seeking a University degree, the College of Vocations and Professions desires to make its facilities available to anyone who has the ability to carry the work successfully, regardless of previous credit or school attendance. For a student interested in specialized competence rather than in a university degree, individualized groupings of courses suited to that student's special needs will be worked out by the department chairman. Such a student should confer with the department chairman before the registration date, so that his case can be given ample consideration.



COURSE OFFERINGS FOR SUMMER

No. Course Title

No. Course Title

Agriculture

- 105 Animal Husbandry
- 124 Fruit Crops
- 202 Farm Soils
- 303 Surveying
- 304 Landscape Gardening

Art

- 120 Art Appreciation
- 135 Pottery
- 215 Adv. Design (Block Printing)
- 216 Adv. Design (Silk Screen)
- 220 Water Color Painting
- 300 Art Education
- 312 Theory and Technique of Art
- 320, 1, 2 Advanced Painting
- 348 History of Medieval Art
- 350, 1, 2 Advanced Studio
- 385, 6, 7 Weaving
- 390 Ceramic Sculpture

Botany

- 101 General Botany
- 202 General Botany
- 204 Taxon. of Cultivated Plants
- 360 Plant Pathology
- 425 Adv. Plant Physiology I

Business Administration

- 102 Typewriting
- 104 Typewriting
- 106 Shorthand
- 213 Typewriting
- 251 Accounting
- 253 Accounting
- 305 Teach. Business Subjects
- 330 Marketing Management
- 331 Transportation
- 357A Tax Accounting
- 354a Cost Accounting
- 371 Business Law

Chemistry

- 101 General Chemistry
- 102 General Chemistry
- 113 Inorg. and Qual.
- 232 Volumetric Analysis
- 306 Pre-Med. Organic
- 365 Pre-Med. Physical
- 452 Biochemistry

Economics

- 200 Economic Principles
- 205 Surv. of Econ. Principles
- 307 Business Statistics
- 310 Labor Problems
- 315 Money and Banking
- 355 Consumer Economics
- 411 Labor Organizations
- 451 Economic Theories
- 481 Comp. Economic Systems

No.	Course Title	No.	Course Title
Education			
310	Prin. of Sec. Educ.	319	Eng. Lit., 1550 to present (Not for English majors)
314	Elem. School Methods	330	Mod. British Poetry
315	High School Methods	366	Shakespeare, Hist. & Trag.
317	Audio-Vis. Meth. in Educ.	391	Usage in Spok. & Writ. English (For other than Eng. majors and minors)
331	Am. Public Education	406	American Drama
337	Read. in Elem. School	469	Modern Criticism
355	Philosophy of Educ.	521	Shelley
390	Workshop in Elem. Educ.	540	The Essay
424	School Administration		
456	School Supervision		
461	Workshop for Administrators		
470	Extraclass Activities		
533	School Plants		
534	School Finance		
English			
101	Freshman Rhetoric	101	Beginning French
102	Freshman Rhetoric	101C	Elem. French Conversation
103	Freshman Rhetoric	102	Beginning French
205	Introd. to Poetry	102C	Elem. French Conversation
206	Introd. to Drama		
209	Introd. to World Lit.	103	Beginning French
211	Introd. to Fiction	103C	Elem. French Conversation
212	Introd. to Modern Lit.	509	French Lit., 1800 to 1850
300	Advanced Grammar	101	Beginning German
302	Eng. Lit., Begin. to 1550	102	Beginning German
303	Devel. of Eng. Language	103	Beginning German
308	American Novel	410	Middle High German I
315	18th Century Lit.	411	Middle High German II
316	Eng. Lit., 1550-1850	*335	Vergil's Aeneid
318	American Literature	101	Beginning Spanish
		101C	Elem. Spanish Conversation
		102	Beginning Spanish
		* Additional Latin will be offered on demand.	

No.	Course Title	No.	Course Title
102c	Elem. Spanish Conversation	205	Intro. to Ed. Psych.
103	Beginning Spanish	306	Child Psych. & Devel.
103C	Elem. Spanish Conversation	345	Psych. of Adolescence
525	The Spanish Ballads	410	Ed. of Mentally Retarded
Geography		413	Org., Adm., and Supervision of Special Classes
100	Global Geography	420	Educ. Statistics
101	Physical Geography	421	Tests & Measurements
210	Economic Geography	437	Problems in Reading
220	Physical Geology	442	Guid. Serv. in Public School
324	Cons. & Res. of Natural Res.	445	Mental Hygiene
345	Prob. in Political Geog.	536	Tech. in Indiv. Educ. Measur.
402	Geog. of Russia & S. W. Asia	541	Occ. Infor. and Guid.
430	Physiog. Prov. of North Am.	542	Tech. of Counseling
460	Current Geog. Journals	543	Guidance through Groups
Government		545	Problems in Guidance
101	Prob. of Am. Dem., I	546	Prac. in Ed. Appl. of Clinical Psych.
102	Prob. of Am. Dem., II	575	Prac. in Clinical Work for School Psychologists
103	Prob. of Am. Dem., III	576	Prac. in Sch. Personnel Work
231	American Government, I		
300	Am. National Govt.		
360	Public Administration		
370	International Relations		
392	Comp. (Latin-Am.) Govt. III		
480	Pacific and the Far East		
508	Sem. in International Rel.		
Health Education		202	Health Education
		203	Phys. Handicaps to Learning
		210	Home Nursing
		302	Driver Education
		303	Safety in Education

No.	Course Title	No.	Course Title
311	Child Development		
312	Emotional Health		
313	Health and Safety		
350	Health Educ. Methods and Mat. Applicable to the Public Schools		
History		Home Economics	
101	Survey of World Civilization	205	Food and Cookery
102	Survey of World Civilization	308	Phil. of Voc. Home- making Educ.
103	Survey of World Civilization	310	Adult Educ. in Home Econ.
201	U. S. History to 1865	321	Food Demonstrations
202	U. S. History Since 1865	324	Housing and Equipment
305	History of Greece	332, 333	Home Management Residence
308	History of Illinois	335	Meal Plan. & Table Service
352	Hispanic-American History	354	School Lunchroom
425	Am. Colonial History		
437	Recent U. S. History		
452	Hist. Research & Thesis Writ.		
490	Teach. the Social Sciences		
504	Seminar: Progressive Movement		
510	Read. in U. S. History		
511	Thesis (M.A.)		
512	Thesis (M.A.)		
513	Thesis (M.A.)		
516	Stud. in Contemp. Europe		
		Industrial Education	
		112, 212	Bench Woodwork & Machine Woodwork
		120	Plastics & Leatherwork
		121	Art Metal
		122	Machine Shop I
		126	General Metal
		145	Electrical Construc- tion
		204, 304	Arch. Drafting I and II
		205, 305	Machine Drawing I and II
		216, 316, 317	Furn. Reup- holstering and Refinishing
		222	Machine Shop II
		230	Ind. Arts for Rural & Elem. Schools
		312, 313	Machine Woodwork
		330	Special Problems

No.	Course Title	No.	Course Title
490	Prin. of Trade & Ind. Teach.		Microbiology
496	Sel. & Org. of Subject Mat.	502	Metabolism of Microorganisms
494	Org. & Adm. of Ind. Educ.	512	Research in Metabolism of Microorganisms
500	Sp. Invest. in Ind. Educ.		
504	Hist. & Phil. of Ind. Educ.		Music
506	Prob. of the Coordinator	0	Fund. of Music
580	Seminar in Ind. Educ.	100	Music Understanding
590	Research in Ind. Educ.	105	Theory of Music
		106	Theory of Music
		107	Theory of Music
		150*	Class Strings
		160*	Class Woodwind
		170*	Class Piano
		180*	Class Brass & Percussion
		190*	Class Voice
		300-3	Mat., Methods, & Problems
		303-3	Mat., Methods, & Problems
		305V	Vocal Prob. & Methods
		307	Recreational Music
		309,310	Orchestration
		336	Music History
		341,2,3	Music Literature
			Chorus
			Madrigals
			Band
		* Advanced classes to be arranged by the instructors.	
			Private instruction in Piano, Violin, Viola, Cello, Voice, Brasses, and Woodwinds.
106	General Math. I		
107	General Math. II		
111	College Algebra		
112	Trigonometry		
113	Analytic Geometry		
210	Math. for Elem. Teachers		
303	Calculus III		
307	Elem. Math. Statistics		
317	Math. Theory of Finance		
460	Modern Geometry		
480	Probability		
515	Non-Euclidean Geometry		
525	Theory of Numbers		

No. Course Title

Philosophy

- 355 Philosophy of Educ.
390 American Thought

Physical Education For Men

- 145 Freshman Required Phys Ed.
204 Elementary Swimming
205 Advanced Swimming
206 Stunts and Tumbling
207 Am. Square Dances & Mixers (Women's P.E.)
210 Basketball Techniques
240 Golf Techniques
273 Tennis
303 Kinesiology
330 Basketball Theory
355 Asst. Tech. in Phys. Ed.
356 Track & Field Theory and Techniques
358 Football Theory
360 Playground Administration
368 Camping Administration
370 Tests & Measur. in Phys. Educ.
372 Baseball Theory & Tech.

Physical Education For Women

- 204 Swimming
205 Swimming
214 Archery
216 Tennis
222 Golf

No. Course Title

- 207 Am. Square Dances & Mixers
233 Modern Dance
306 Tech. of Teach. Basketball
319 Tch. Elem. Group Activities
348 Camp. & Comm. Leadership
353 Organization & Administration

Physics

- 101 Survey Course in Physics
102 Survey Course in Physics
106 College Physics
107 College Physics
108 College Physics
306 Magn. & Elect. Meas.
312 Radio
314 Intro. to Modern Physics
420,520 Special Projects
520,521 Special Projects

Physiology

- 300 Anatomy
209 Intro. to Physiology

Religious Education

- 321 Christ. Prin. for Teachers
325 Teachings of Jesus

Sociology

- 101 Introductory Sociology
202 Applied Sociology
303 Marriage & Parenthood

No. Course Title

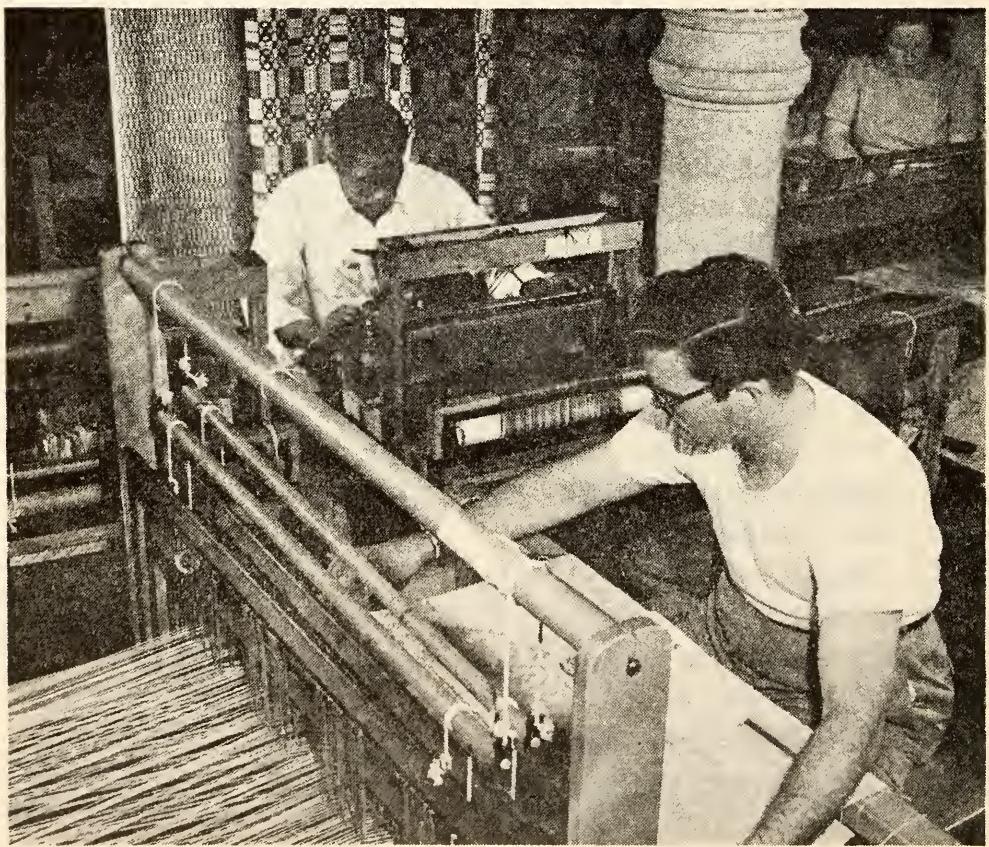
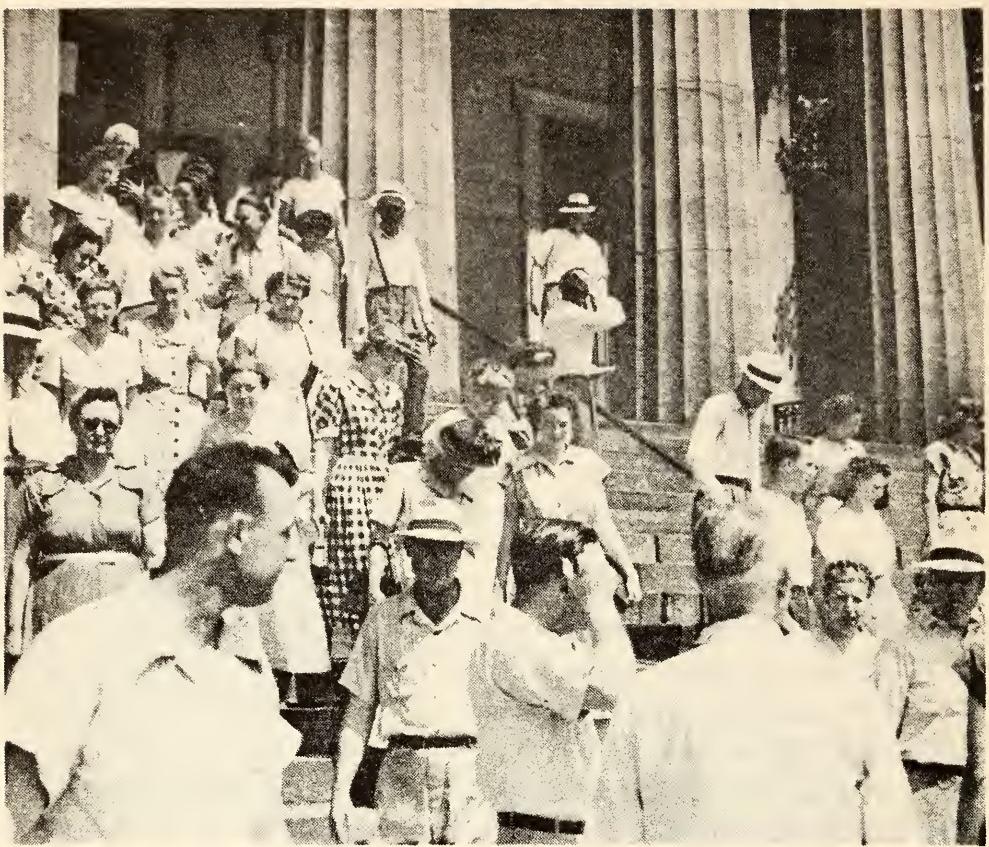
- 310 The Family
- 320 Race & Min. Group Relations
- 355 Social Psychology
- 381 Personality & Soc. Adjust.
- 455 Contemp. Sociology
- 460 Cur. Sociological Journals
- 510 Thesis
- 560 Social Processes

Speech

- 101 Prin. of Speech
- 102 Public Speaking
- 103 Reading Aloud
- 202 Prin. of Discussion
- 204 Acting
- 206 Stagecraft I
- 208 Dramatic Activities
- 212 Speech Correction I
- 214 Stagecraft II
- 302 Play Production
- 306 Speech Education
- 308 Dramatic Activities
- 310 Children's Theater
- 318 Speech Correction II

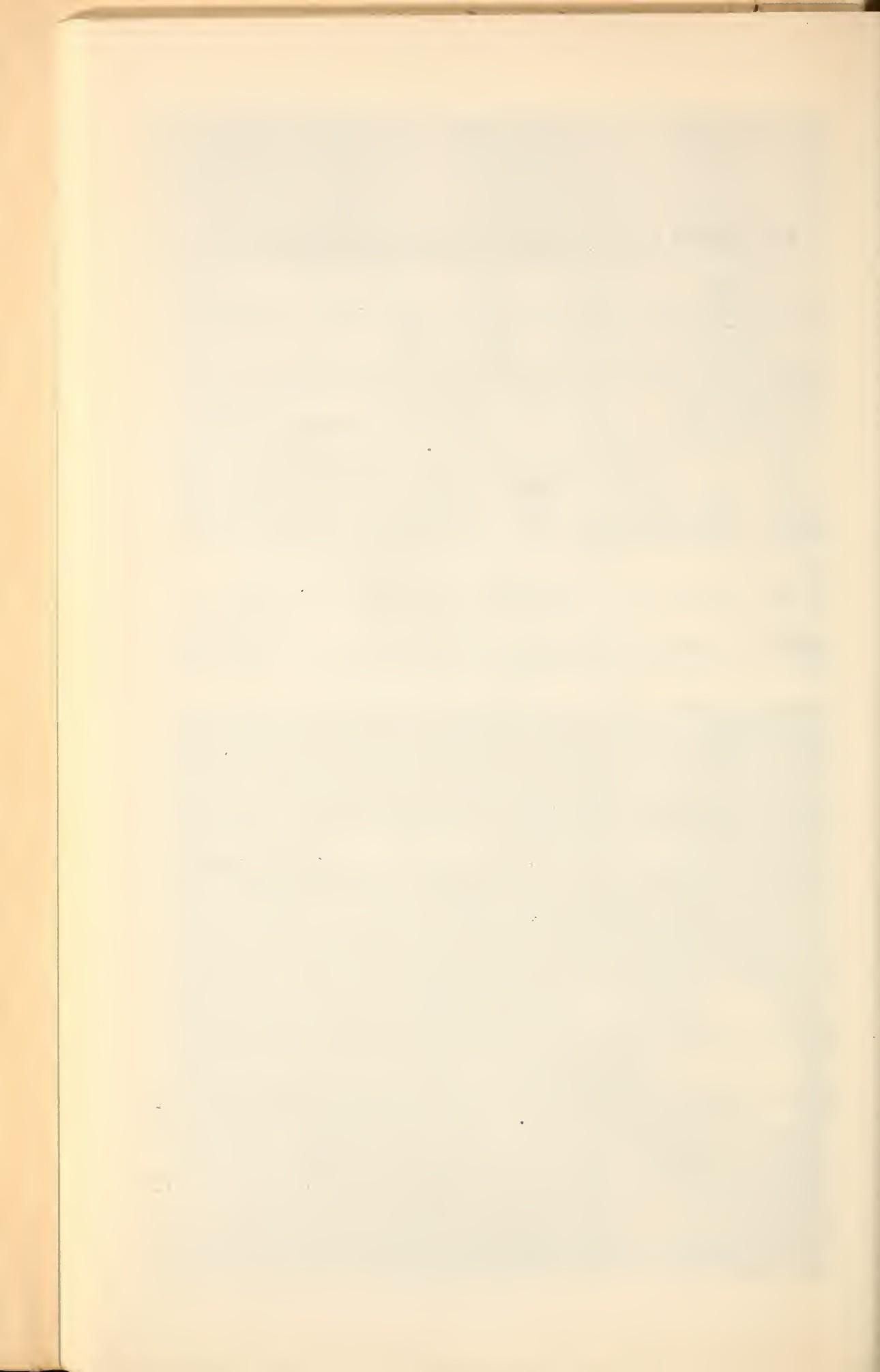
Zoology

- 101 Gen. Vert. Zoology
- 105 Gen. Invert. Zoology
- 201 Comp. Vert. Anat. II
- 210 General Ornithology
- 320 Histology of Organs
- 465 Ichthyology
- 560 Adv. Game Management



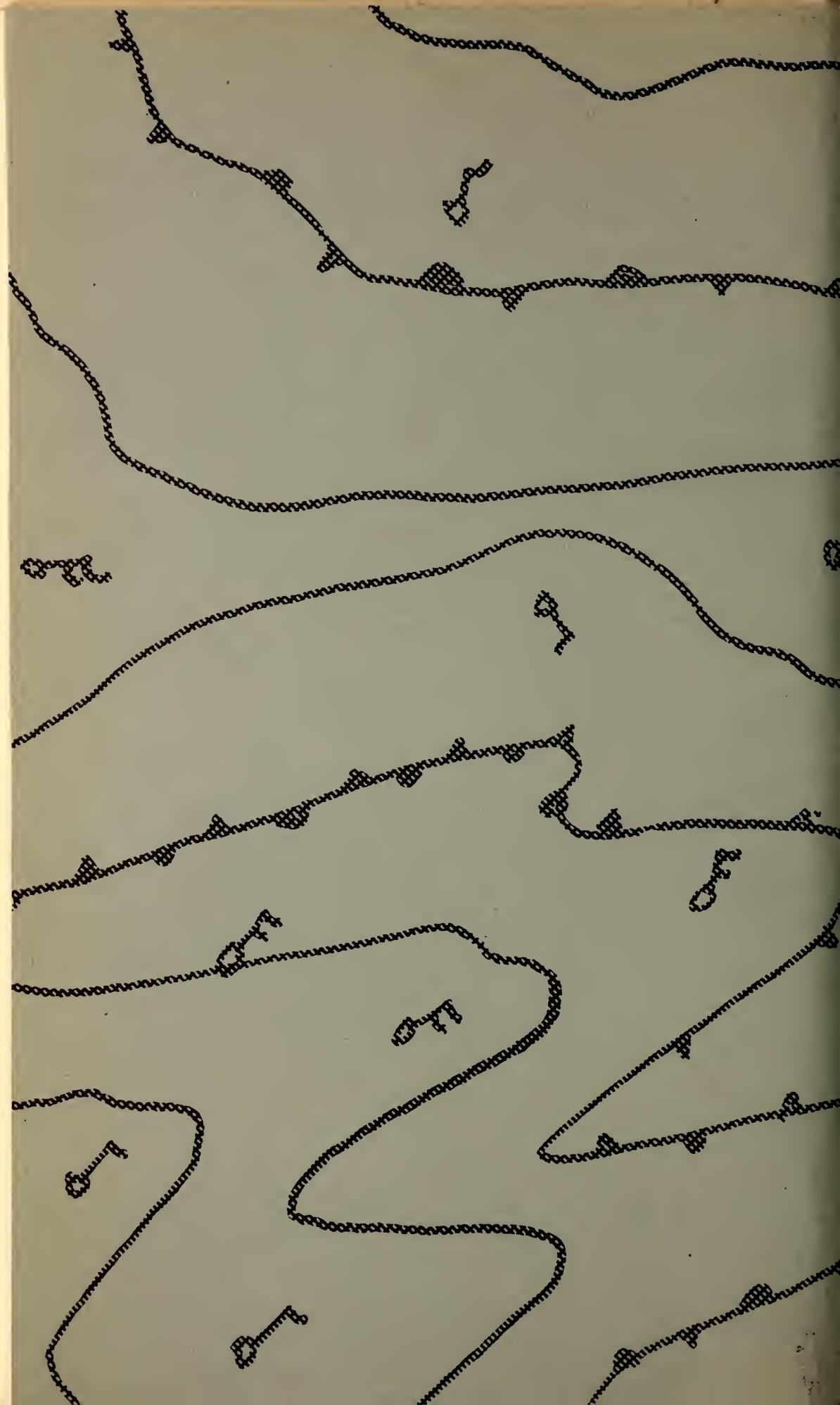
SOUTHERN ILLINOIS UNIVERSITY ADMINISTRATION

Delyte W. Morris.....President
Charles D. Tenney.....Administrative Assistant to the President
Lois H. Nelson.....Secretary to the President
T. W. Abbott.....Dean, College of Liberal Arts and Sciences
Douglas E. Lawson.....Dean, College of Education
Henry J. Rehn.....Dean, College of Vocations and Professions
Willis G. Swartz....Chairman, Graduate Studies Committee
Raymond H. Dey...Director, Extension and Adult Education
Roye R. Bryant.....Director, Placements Service
Orville Alexander.....Director, Alumni Services
Lorena Drummond.....Director, Information Service
I. Clark Davis.....Dean of Men
Helen A. Shuman.....Dean of Women
Edward V. Miles, Jr.Business Manager
Marjorie Shank.....Registrar



XXII

XXIII



BULLETIN
SOUTHERN
ILLINOIS
UNIVERSITY

ANNOUNCEMENTS FOR 1950-1951



CONTINUATION

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NUMBER, 3

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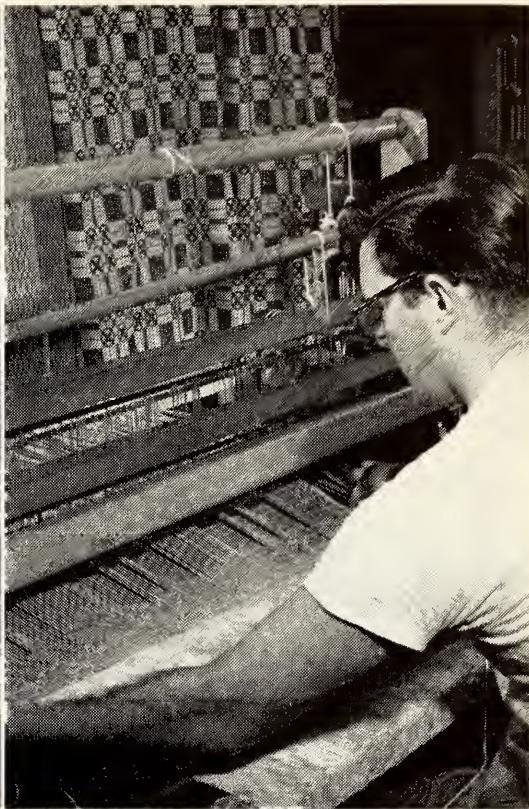
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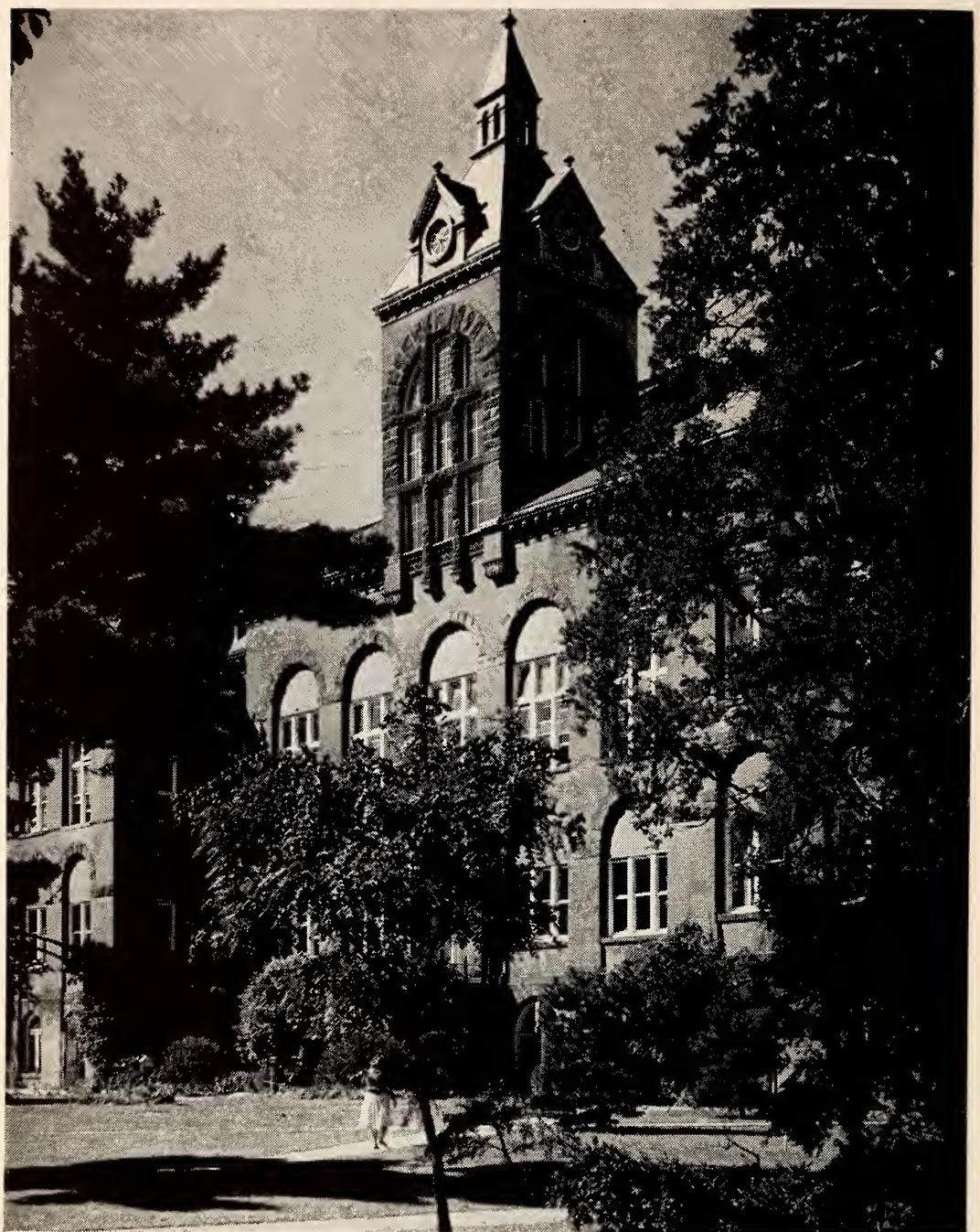
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MAIN BUILDING



A QUEEN IS CROWNED



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STATE OF ILLINOIS
ADLAI STEVENSON, Governor

Southern Illinois University

College of Education
College of Liberal Arts and Sciences
College of Vocations and Professions
The Graduate School
Division of Extension and Adult Education

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Dr. Vernon L. Nickell	Springfield
(<i>Ex-Officio</i>)	

CALENDAR

1950

1951

JANUARY							FEBRUARY							MARCH							APRIL							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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UNIVERSITY CALENDAR

1950-51

Fall Quarter, 1950

1950		
Sept. 5-9	Tuesday-Saturday	Freshman Week
Sept. 11-12	Monday-Tuesday	Registration
Nov. 23-24	Thursday-Friday	Thanksgiving Recess
Nov. 28-Dec. 2	Tuesday-Saturday	Final Examinations

Winter Quarter, 1950-51

Dec. 4	Monday	Registration
Dec. 23	Saturday	Christmas Recess Begins
1951		
Jan. 8	Monday	Instruction Resumed
Feb. 12	Monday	Lincoln's Birthday Holiday
March 6-10	Tuesday-Saturday	Final Examinations

Spring Quarter, 1951

March 19	Monday	Registration
May 17	Thursday	Honors Day Assembly
May 30	Wednesday	Memorial Day Holiday
June 4-7	Monday-Thursday	Final Examinations
June 9	Saturday	Close of Spring Quarter

Summer Session, 1951

June 11	Monday	Registration
July 4	Wednesday	Independence Day Holiday
August 2-3	Thursday-Friday	Final Examinations
August 3	Friday	Commencement

HOECOMING, Saturday-Sunday,

October 20-21

OFFICERS AND ADMINISTRATIVE STAFF

Office of the President

Delyte W. Morris, Ph.D.....	President
Charles D. Tenney, Ph.D....	Administrative Assistant to the President
Lois H. Nelson, B.Ed.....	Secretary to the President
Minnie Mae Pitkin, M.S.....	Assistant in Personnel
Olive E. Webb, A.B.....	Research Assistant

College of Education

Douglas E. Lawson, Ph.D.....	Dean
Bonnie A. Lockwood, M.S. in Ed.....	Assistant to the Dean
Charles D. Neal, D.Ed.....	Director, Teacher Training

College of Liberal Arts and Sciences

T. W. Abbott, Ph.D.....	Dean
Billy O. Hoyle, M.S. in Ed.....	Assistant to the Dean

College of Vocations and Professions

H. J. Rehn, Ph.D.....	Dean
D. Maxine Clements, B.A.....	Assistant to the Dean

Graduate School

Willis G. Swartz, Ph.D.....	Chairman, Graduate Studies Committee
-----------------------------	--------------------------------------

Division of Extension and Adult Education

Raymond H. Dey, M.S.....	Director
Donald A. Ingli, M.A.....	Director, Audio-Visual Aids Service
Betty M. Borella, B.S. in Ed.....	Assistant in Audio-Visual Aids

Biological Research Laboratory

Carl C. Lindegren, Ph. D.....	Director
-------------------------------	----------

University Libraries

Robert H. Muller, Ph.D.....	Director
E. G. Lentz, A.M.....	Curator, Clint Clay Tilton Library

Personnel Deans and Staff

I. Clark Davis, M.S.....	Dean of Men
Robert F. Etheridge, M.S. in Ed.....	Assistant to the Dean of Men
Alice Phillips Rector, M.S. in Ed.....	Assistant to the Dean of Men
Helen A. Shuman, M.A.....	Dean of Women
Ruth Haddock, M.A.....	Assistant Dean of Women
Loretta Keough Ott, B.S. in Ed.....	Assistant to the Dean of Women

Business Offices

Edward V. Miles, Jr., M.A.....	Business Manager
Robert L. Gallegly, A.M.....	Assistant to the Business Manager
Cornelia L. Beach, B.Ed.....	Purchasing Agent
Bruce W. Benedict, B.S.....	Chief Accountant
Jane Crichton, B.Ed.....	Assistant in Personnel
Lucile Etherton	Bursar

Registrar's Office

Marjorie Shank, M.A.....	Registrar
Sue Jackson Eberhart, B.S. in Ed.....	Assistant Registrar
Norma Trotter Melton, B.S. in Ed.....	Acting Recorder
Allynn W. Carter, B.S. in Ed.....	Assistant to the Registrar
Earl W. Murray, B.S. in Ed.....	Assistant to the Registrar

Information Service

Lorena Drummond, B.A.....	Director
Maxine H. Blackman, M.S. in Ed.....	Assistant to the Director
John W. Mulkin, B.A.....	Assistant to the Director

Alumni Service

Orville Alexander, Ph.D.....	Director
Marjory Morse Enrietto, B.S. in Ed.....	Alumni Recorder
William F. Price, M.A.....	Assistant to the Director

Placement Service

Roye R. Bryant, M.A.....	Director
Veda Etheridge, B.S. in Ed.....	Assistant to the Director

Housing Service

Mabel Pulliam	Director
Maxine Vogely, M.A.....	Director of Anthony Hall
Edna Spires Travis, M.S. in Ed.....	Assistant to the Director of Anthony Hall
Ernest R. Wolfe.....	Supervisor of Veterans' Housing Projects

Health Service

Carl Nelson Reilly, M.D.....	Director, University Physician
John R. Bucar, M.D.....	Associate University Physician

Bookstore

J. Carl Trobaugh, B.S.....	Manager
----------------------------	---------

Physical Plant

W. A. Howe, M.S.....	Director
----------------------	----------

UNIVERSITY FACULTY

Date indicates first year of service with the Faculty

DELYTE W. MORRIS (1948)	<i>President</i>
B.A., Park College; M.A. University of Maine; Ph.D., University of Iowa.	
TALBERT W. ABBOTT (1928)	<i>Dean of the College of Liberal Arts and Sciences, Professor of Chemistry</i>
A.B., Indiana University; A.M., Harvard University; Ph.D., University of Illinois.	
MARY ANDREWS AKEN (1949)	<i>Visiting Lecturer in Social Work</i>
B.Ed., Northern Illinois State Teachers College; M.S.S.W., Washington University.	
ORVILLE ALEXANDER (1938)	<i>Director of Alumni Services, Professor of Government</i>
B.Ed., Southern Illinois University; M.A., Ph.D., University of Iowa.	
JOHN W. ALLEN (1942)	<i>Acting Director of the Museum, Instructor</i>
Southern Illinois University.	
MARTIN J. ARVIN (1949)	<i>Associate Professor of Physics and Astronomy</i>
A.B., Indiana State Teachers College; Johns Hopkins University; M.S., Ph.D., University of Illinois.	
GLADYS W. BABCOCK (1939)	<i>Assistant Professor of Home Economics</i>
B.S., M.S., University of Minnesota; Colorado State College; Iowa State College.	
LOUISE BACH (1934)	<i>Assistant Professor, University School</i>
B.A., Illinois Wesleyan; A.M., University of Illinois; University of Wisconsin.	
WILLIAM M. BAILEY (1914)	<i>Professor of Botany</i>
A.B., B.S., Campbell College; M.S., Ph.D., University of Chicago.	<i>Chairman of Department, Emeritus (1946)</i>
IRIS BEVERLY BAKER (1948)	<i>Instructor in Economics</i>
B.S., M.S., Kansas State College.	
HELEN A. BALDWIN (1918)	<i>Associate Professor of Foreign Languages</i>
A.B., Denison University; A.B., University of Chicago; A.M., Denison University.	<i>Emerita (1945)</i>
JULIA MINNETTE BARBER (1936)	<i>Assistant Professor of English</i>
B.A., M.A., University of Illinois; Northwestern University; University of Chicago; University of Arizona; Leave of Absence, 1949-50.	
FRANCES BARBOUR (1925)	<i>Associate Professor of English</i>
A.B., M.A., Washington University; Kings College, University of London; Radcliff College; University of Texas; University of Wisconsin.	
MARY LOUISE BARNES (1929)	<i>Assistant Professor of Home Economics</i>
A.B., University of Illinois; M.S., Iowa State College; George Peabody College for Teachers; University of Illinois.	
MARY NOEL BARRON (1948)	<i>Assistant Professor of Business Administration</i>
B.S., University of Kentucky; M.B.A., University of Michigan; C.P.A., Kentucky and Tennessee; leave of Absence, 1949-50.	
MARY EILEEN BARRY (1946)	<i>Associate Professor of Foreign Languages</i>
B.A., M.A., University of Manitoba; Ph.D., University of Chicago.	
LEWIS A. BARTLEY (1949)	<i>Instructor in Business Administration</i>
A.B., Illinois Wesleyan University; M.A., University of Iowa; Bradley University; Illinois State Normal University.	
JOSEPH R. BAXTER (1946)	<i>Assistant Professor of History</i>
A.B., Berea College; M.A., Duke University.	
CORNELIA L. BEACH (1937)	<i>Purchasing Agent</i>
B.Ed., Southern Illinois University.	
OLIVER M. BEIMFOHR (1949)	<i>Instructor in Geography and Geology</i>
B.S., University of Illinois; M.S., Vanderbilt University; Ohio State University.	
BRUCE W. BENEDICT (1949)	<i>Chief Accountant</i>
A.B., B.S., University of Illinois.	
WILLARD A. BENSON (1949)	<i>Instructor in Industrial Education</i>
B.S., Stout Institute.	
WILLIAM C. BICKNELL (1946)	<i>Professor of Industrial Education,</i>
B.S., North Texas State Teachers College; M.A., D.Ed., University of Missouri; University of California.	<i>Chairman of Department</i>
LEDFORD J. BISCHOF (1946)	<i>Instructor, Assistant to the Dean of Men</i>
B.Ed., Northern Illinois Teachers College; M.S. in Ed., Southern Illinois University; Syracuse University; Leave of Absence, 1949-50.	
AMOS H. BLACK (1948)	<i>Associate Professor of Mathematics</i>
A.B., Marietta College; M.A., West Virginia University; Ph.D., Cornell University.	
RALPH BOATMAN (1947)	<i>Instructor in Health Education</i>
B.Ed., Southern Illinois University; M.P.H., University of North Carolina; Leave of Absence, 1949-50.	

EMMA L. BOWYER (1912)	<i>Professor of English, Chairman of Department, Emerita (1947)</i>
A.B., A.M., University of Chicago.	
GEORGE BRACEWELL (1931)	<i>Associate Professor of Rural Education</i>
B.Ed., Southern Illinois University; A.M., University of Michigan; Northwestern University; University of Chicago.	
A. FRANK BRIDGES (1943)	<i>Instructor in Health Education</i>
B.Ed., Southern Illinois University; M.A., University of Iowa; Ball State Teachers College; Leave of Absence, 1949-50.	
HAROLD E. BRIGGS (1945)	<i>Professor of History, Chairman of Department</i>
A.B., M.A., University of South Dakota; Ph.D., University of Iowa.	
ROSALIE H. BROWN (1949)	<i>Instructor, University School</i>
B.S. in Ed., M.S., Southern Illinois University.	
ROYE R. BRYANT (1948)	<i>Director, Placements Service</i>
B.Ed., Southern Illinois University; M.A., University of Illinois; Washington University.	
VAN A. BUBOLTZ (1937)	<i>Assistant Professor of Business Administration</i>
B.S., Iowa State Teachers College; University of Southern California; M.A., Northwestern University; Leave of Absence, 1949-50.	
JOHN R. BUCAR (1949)	<i>Associate University Physician; Associate Professor of Physiology</i>
B.M., M.D., Chicago Medical School.	
ROLLIN E. BUCKMAN (1949)	<i>Instructor in Speech</i>
A.A., Stockton Jr. College; B.A., Stanford University; M.A., Whittier College; College of Pacific.	
WINIFRED BURNS (1939)	<i>Assistant Professor of English</i>
A.B., A.M., University of Illinois; Bread Loaf School of English; University of Chicago; University of Illinois.	
NORMAN CALDWELL (1946)	<i>Associate Professor of History</i>
B.Ed., Southern Illinois University; A.M., Ph.D., University of Illinois; Heidelberg University.	
GEORGE C. CAMP (1947)	<i>Assistant Professor of English</i>
B.A., Ohio Wesleyan University; M.A., Ohio State University; University of Illinois.	
MARGARETTA CAREY (1949)	<i>Instructor, University School</i>
B.S., Lebanon Valley College; M.A., M.M., Eastman School of Music, University of Rochester.	
ELEANOR CASEBIER (1949)	<i>Instructor, University School</i>
B.S., M.S., University of Illinois.	
STEWART C. CHANDLER (1940)	<i>Consulting Entomologist</i>
B.S. in Agriculture, University of Wisconsin; Field Entomologist, Illinois Natural History Survey.	
GEORGE L. CHERRY (1947)	<i>Associate Professor of History</i>
A.B., A.M., University of Illinois; Ph. D., Northwestern University.	
WILLIS G. CISNE (1916)	<i>Professor, Director of Placements, Emeritus (1945)</i>
Southern Illinois University; Ph.B., University of Wisconsin; A.M., University of Chicago.	
LULU R. CLARK (1917)	<i>Assistant Professor, University School, Emerita (1940); Southern Illinois University; University of Chicago; Teachers College, Columbia University.</i>
MARSHALL GRANT CLARK (1947)	<i>Assistant Professor of Agriculture</i>
B.S., M.S., University of Illinois.	
CLAUDE COLEMAN (1946)	<i>Associate Professor of English</i>
A.B., University of Illinois; A.M., University of Wisconsin; Ph.D., University of Illinois.	
ELIZABETH A. COX (1920)	<i>Assistant Professor of English, Emerita (1949)</i>
A.B., A.M., University of Kansas.	
FLEMING W. COX (1929)	<i>Associate Professor of Geography, Emeritus (1945)</i>
A.B., A.M., University of Illinois; Clark University.	
JANE W. CRICHTON (1948)	<i>Assistant in Personnel</i>
B.Ed., Southern Illinois University.	
ZELLA CUNDALL (1946)	<i>Instructor; Chief, Education Division, Library</i>
B.A., B.S., in L.S., University of Illinois.	
FLOYD F. CUNNINGHAM (1947)	<i>Associate Professor of Geography, Chairman of Department</i>
Eastern Illinois State College; B.Ed., Illinois State Normal University; University of Chicago; A.M., Ph.D., Clark University.	
DOROTHY R. DAVIES (1939)	<i>Professor of Physical Education for Women Chairman of Department</i>
B.S., University of Cincinnati; M.A., Teachers College, Columbia University; Ed.D., University of Cincinnati.	
I. CLARK DAVIS (1949)	<i>Dean of Men</i>
B.Ed., Southern Illinois University; University of Colorado; M.S., Indiana University.	

J. CARY DAVIS (1930)	<i>Associate Professor of Foreign Languages</i>
B.Ed., Southern Illinois University; the Sorbonne; A.M., Ph.D., University of Chicago.	
FLORENCE E. DENNY (1929)	<i>Assistant Professor of Health Education, Nurse</i>
B.Ed., Southern Illinois University; graduate, School of Nursing, Beth-El Hospital, Colorado Springs; M.A., Teachers College, Columbia University; Leave of Absence, 1949-50.	
HARRY DEWEY (1950)	<i>Instructor, Technical Services, Library</i>
A.B., University of North Carolina; M.S., in L.S., Columbia University; University of Chicago.	
RAYMOND H. DEY (1946)	<i>Director, Extension and Adult Education</i>
Blackburn College; B.S., M.S., University of Illinois; Washington University.	
LORENA DRUMMOND (1945)	<i>Director, Information Service</i>
B.A., University of Texas.	
VIOLA M. DUFRAIN (1947)	<i>Associate Professor of Business Administration</i>
A.B., University of Illinois; A.M., Ph.D., University of Chicago.	
CLAUDE J. DYKHOUSE (1947)	<i>Associate Professor of Education</i>
B.S., Michigan State College; M.A., Ph.D., University of Michigan.	
TROY W. EDWARDS (1947)	<i>Instructor, Assistant Principal, University School</i>
B.Ed., M.S. in Ed., Southern Illinois University; Indiana University.	
EILEEN E. ELLIOTT (1948)	<i>Professor of Home Economics, Chairman of Department</i>
B.S., Northwest Missouri State Teachers College; M.A., Teachers College, Columbia University; Ed.D., University of Missouri.	
ROBERT W. ENGLISH (1940)	<i>Assistant Professor of Industrial Education</i>
B.S., James Milikin University; M.A., University of Illinois; University of Pennsylvania; St. Louis University; Washington University; Pennsylvania State College.	
MARJORY M. ENRIETTO (1949)	<i>Alumni Recorder</i>
B.S. in Ed., Southern Illinois University.	
MARY E. ENTSINGER (1922)	<i>Associate Professor, University School</i>
Southern Illinois University; Ph.B., University of Chicago; M.A., Teachers College, Columbia University.	
KENNETH A. ERVIN (1947)	<i>Instructor in Art</i>
B.A., M.A., Louisiana State University.	
FRANCES D. ETHERIDGE (1925)	<i>Assistant Professor of Physical Education for Women</i>
A.B., B.S., University of Illinois; M.A., Ohio State University. Entered U. S. Armed Forces, 1942.	
LUCILE ETHERTON (1949)	<i>Bursar</i>
Southern Illinois University.	
LURA E. EVANS (1949)	<i>Instructor in Physical Education for Women</i>
B.S., M.S., Florida State University.	
ROBERT DUNN FANER (1930)	<i>Associate Professor of English</i>
A.B., Allegheny College; M.A., University of Iowa; Columbia University; Ph.D., University of Pennsylvania.	
EMILY E. FARNHAM (1947)	<i>Assistant Professor of Art</i>
B.S. in Ed., Kent State University; M.A., Ohio State University; California College of Arts and Crafts; Cleveland School of Art.	
BENJAMIN C. FEHRMAN (1949)	<i>Instructor in Agriculture</i>
B.S., University of Arizona; M.S., Purdue University.	
WOODROW M. FILDES (1948)	<i>Instructor in Mathematics</i>
B.S., in Ed., M.S. in Ed., Southern Illinois University.	
GILBERT R. FISCHER (1949)	<i>Instructor in Music</i>
B.A., B.M., Oberlin College; M.A., M.M., North Texas State College.	
WOODSON W. FISHBACK (1948)	<i>Associate Professor of Education</i>
B.S. in Ed., A.M., University of Missouri; Ph.D., University of Chicago.	
R. JEAN FLIGOR (1941)	<i>Instructor, University School</i>
B.Ed., Southern Illinois University; M.A., Northwestern University; Michigan State College; Leave of Absence, 1949-50.	
CHARLES L. FOOTE (1947)	<i>Associate Professor of Zoology</i>
B.S., North Texas State Teachers College; M.S., Texas A. and M. College; Ph.D., University of Iowa.	
CECIL C. FRANKLIN (1948)	<i>Assistant Professor of Physical Education for Men, Chairman of Department</i>
B.S. in Ed., M.S. in Ed., Dir. P.E., Indiana University.	
WILLIAM FREEBERG (1942)	<i>Instructor in Physical Education for Men</i>
B.Ed., Southern Illinois University; M.S., University of Illinois; Indiana University.	
ELBERT FULKERSON (1932)	<i>Assistant Professor, University School</i>
B.Ed., Southern Illinois University; M.A., University of Illinois.	
ROBERT L. GALLEGLY (1946)	<i>Assistant to the Business Manager</i>
B.Ed., Southern Illinois University; A.M., University of Illinois.	
CAMERON W. GARBUZZ (1947)	<i>Assistant Professor of Speech</i>
B.S., Northwestern University; University of Iowa; University of Oregon; M.S., University of Washington; Louisiana State University.	

- CAROLINE GASSAN (1949) *Instructor, University School*
B.A., University of Toledo; M.F.A., University of Iowa.
- WILLARD M. GERSBACHER (1929-30; 1936) *Professor of Zoology*
Chairman of Department
B.Ed., Southern Illinois University; A.M., University of Illinois; University of Washington; Ph.D., University of Illinois.
- M. ALBERTA GIBBONS (1921-3; 1928) *Assistant Professor, University School*
A.B., University of Illinois; A.M., Columbia University; University of Chicago; George Peabody College; Northwestern University; Walton School of Commerce.
- TINA GOODWIN (1947) *Assistant Professor, University School*
B.Ed., Southern Illinois University; M.A., Teachers College, Columbia University; University of Tennessee; University of Chicago.
- CHALMER A. GROSS (1946) *Assistant Professor, University School*
B.S., in Ed., M.S., University of Illinois; Southern Illinois University; University of Chicago; Leave of Absence, 1949-50.
- DONALD R. GRUBB (1949) *Instructor in Journalism*
B.S. in Ed., Southern Illinois University; M.A., University of Minnesota.
- JOHN J. GUNDERSON (1949) *Instructor in Industrial Education*
B.S., Stout Institute; M.A., Ohio State University; University of Minnesota.
- RUTH HADDOCK (1948) *Assistant Dean of Women, Assistant Professor*
A.B., Pennsylvania College for Women; M.A., University of Pittsburgh; University of Wisconsin; College of William and Mary; University of Hawaii; Syracuse University.
- ELBERT H. HADLEY (1947) *Associate Professor of Chemistry*
Wheaton College; B.S., M.S., University of Michigan; Ph.D., Duke University.
- DILLA HALL (1924) *Assistant Professor, University School*
B.Ed., Southern Illinois University; M.S., University of Chicago; St. Louis University; University of Illinois.
- GOLDA D. HANKLA (1938) *Instructor, Library*
B.Ed., Southern Illinois University; M.A., B.S. in L.S., University of Illinois; Leave of Absence, 1949-50.
- WILLIAM H. HARLAN (1946-48; 1949) *Assistant Professor of Sociology*
A.B., A.M., University of Nebraska; University of Iowa; University of Chicago.
- JESSE W. HARRIS (1939) *Associate Professor of English*
B.S., M.A., Ph.D., University of Illinois; Leave of Absence, 1949-50.
- STANLEY E. HARRIS, JR. (1949) *Associate Professor of Geography and Geology*
A.B., Princeton University; M.S., Ph.D., University of Iowa.
- HELLMUT A. HARTWIG (1948) *Associate Professor of Foreign Languages*
A.B., University of Illinois; M.A., Louisiana State University; Ph.D., University of Illinois.
- DOROTHY E. HEICKE (1947) *Assistant Professor; Assistant Catalog Librarian*
B.S. in L.S., A.B., M.A. in L.S., University of Illinois.
- MARSHALL S. HISKEY (1946) *Professor of Guidance and Special Education,*
Chairman of Department
B.S. in Ed., M.S., Kansas State Teachers College; Ph.D., University of Nebraska; Ohio State University.
- LYNN C. HOLDER (1946) *Assistant Professor of Physical Education for Men*
B.Ed., Southern Illinois University; M.S. in Ed., Indiana University.
- CLARENCE WILLIAM HORRELL (1949) *Instructor in Journalism*
B.Ed., Southern Illinois University; M.S., University of Illinois.
- W. A. HOWE (1949) *Instructor in Industrial Education, Director, Physical Plant*
B.Ed., Southern Illinois University; M.S., University of Illinois.
- BILLY O. HOYLE (1948) *Instructor in Mathematics, Assistant to the Dean,*
College of Liberal Arts and Sciences
B.S. in Ed., M.S. in Ed., Southern Illinois University.
- PAUL HUNSINGER (1949) *Instructor in Speech*
B.A., North Central College; B.D., Evangelical Theological Seminary; M.A., Northwestern University.
- DONALD A. INGLI (1947) *Assistant Professor*
Director of Audio Visual Aids Service
B.S., State Teachers College, River Falls, Wisconsin; M.A., University of Minnesota; University of Wisconsin.
- JOSEPH K. JOHNSON (1947) *Professor of Sociology, Chairman of Department*
A.B., University of Texas; University of Chicago; M.A., University of Texas; Ph.D., Washington University.
- MARVIN E. JOHNSON (1948) *Instructor in Industrial Education*
B.S. in Ed., Eastern Illinois State College; M.S., University of Illinois.
- ROBERT A. JOHNSON (1949) *Instructor, University School*
A.B., De Pauw University; M.S., Dir. P.E., Indiana University.
- ROY VAIL JORDAN (1948) *Assistant Professor of Education*
B.Ed., Southern Illinois University; A.B., University of Illinois; M.A., University of Wisconsin.
- MARGARET KAEISER (1947) *Assistant Professor of Botany*
B.S., M.S., University of Oklahoma; Ph.D., University of Illinois.

- HAROLD M. KAPLAN (1949) *Associate Professor of Physiology, Acting Chairman of Department*
A.B., Dartmouth College; A.M., Ph.D., Harvard University.
- RUBY KERLEY (1935-42; 48) *Assistant Professor, Chief Reference Services Librarian*
B.Ed., Southern Illinois University; B.S., University of Illinois; A.M. in L.S., University of Michigan.
- MAURITS KESNAR (1946) *Professor of Music, Chairman of Department*
Master Dipl., Royal Conservatory (Flesh and Schmuller), Amsterdam, The Netherlands; Diploma, Hoch Schule fur Musik, Berlin, Germany; M.A., Ph.D., University of Iowa.
- FLORENCE R. KING (1911) *Instructor, University School, Emerita (1936)*
State Normal and Training School, Oswego, New York; University of Minnesota; University of Chicago.
- GRACE E. KITE (1941) *Assistant Professor, Chief Circulation Services Librarian*
B.S., Northwestern University; M.A., Teachers College, Columbia University; B.S. in L.S., University of Illinois.
- WILLARD D. KLIMSTRA (1949) *Assistant Professor of Zoology*
B.A., Maryville College; M.S., Ph.D., Iowa State College; Blackburn College; University of Illinois; University of North Carolina.
- FRANK L. KLINGBERG (1946) *Associate Professor of Government*
A.B., A.M., University of Kansas; Ph.D., University of Chicago.
- LILLIAN B. KNUDSON (1949) *Assistant Professor of Home Economics*
B.S., M.S., University of Wisconsin; American Academy of Art, Chicago, Illinois.
- RICHARD J. C. KOHLER (1947) *Instructor in Industrial Education*
B.Ed., Illinois State Normal University; A.M., Colorado State College of Education; University of Missouri; Leave of Absence, 1949-50.
- EDITH SMITH KRAPPE (1929) *Assistant Professor of English*
A.B., A.M., University of Iowa; Indiana University; University of Minnesota; University of Pennsylvania.
- ANNEMARIE E. KRAUSE (1930) *Assistant Professor of Geography*
Western Michigan College of Education; B.S., University of Minnesota; M.S., University of Illinois; University of Chicago; University of Colorado.
- MABEL SICKMAN LANE (1943) *Instructor, University School*
B.Ed., Southern Illinois University; M.S. in Ed., University of Illinois; Southern Illinois University; Leave of Absence, 1949-50.
- DOUGLAS E. LAWSON (1935) *Dean of the College of Education, Professor of Education*
A.B., M.A., Colorado State Teachers College; Ph.D., University of Chicago.
- ELI GILBERT LENTZ (1914) *University Professor, Curator, Clint Clay Tilton Library*
A.B., Indiana University; A.M., University of Illinois.
- WILLIAM M. LEWIS (1949) *Assistant Professor of Zoology*
B.S., North Carolina State College; M.S., Ph.D., Iowa State College.
- CARL CLARENCE LINDEGREN (1947) *Professor of Microbiology, Chairman of Department, Director, Biological Research Laboratory*
B.S., M.S., University of Wisconsin; Ph.D., California Institute of Technology.
- FRED K. LINGLE (1948) *Assistant Professor of English*
B.Ed., Southern Illinois University; A.M., University of Illinois; University of Wisconsin; New York University; University of Southern California.
- LELAND P. LINGLE (1927) *Associate Professor of Physical Education for Men*
B.Ed., Southern Illinois University; M.A., University of Iowa.
- BONNIE A. LOCKWOOD (1945) *Instructor, University School; Assistant to the Dean, College of Education*
B.Ed., M.S. in Ed., Southern Illinois University; University of California at Los Angeles; University of Illinois.
- WILLIAM H. LUCKE (1949) *Assistant Professor of Physics and Astronomy*
B.S., Hampden-Sydney College; M.S., Ph.D., University of Virginia.
- THELMA LYNN (1945) *Assistant Professor; Assistant Reference Librarian*
B.A., University of Texas; B.S., M.S., School of Library Service, Columbia University.
- WILLIS E. MALONE (1939) *Assistant Professor of Education*
B.Ed., Southern Illinois University; M.A., Northwestern University; Ohio State University.
- WILLIAM M. MARBERRY (1939) *Assistant Professor of Botany*
B.Ed., Southern Illinois University; A.M., University of Illinois.
- GLENN MARTIN (1938) *Associate Professor of Physical Education for Men, Director of Athletics*
B.Ed., Southern Illinois University; M.A., University of Iowa.
- ADALINE N. MATHER (1949) *Assistant Professor of Microbiology*
S.B., University of Chicago; Ph.D., University of Wisconsin.
- LEWIS A. MAVERICK (1946) *Professor of Economics, Chairman of Department*
B.S., Washington University; M.A., Ed.M., Ed.D., Harvard University; Ph.D., University of California.
- WILLIAM McBRIDE (1949) *Instructor in Health Education*
B.S. in Ed., M.S. in Ed., Southern Illinois University.

JACK SMITH McCRARY (1949)	<i>Instructor in Sociology</i>
A.B., M.A., Southern Methodist University.	
WILBUR C. McDANIEL (1939)	<i>Associate Professor of Mathematics, Acting Chairman of Department</i>
B.S., Kansas State College; M.Ph., Ph.D., University of Wisconsin.	
ROBERT A. MCGRATH (1949)	<i>Assistant Professor of Government</i>
A.B., Fort Hays Kansas State College; M.A., Ph.D., University of Iowa.	
DAVID S. MCINTOSH (1927)	<i>Associate Professor of Music</i>
B.M.E., Northwestern University; M.A., University of Iowa.	
ARCHIBALD MCLEOD (1947)	<i>Associate Professor of Speech</i>
A.B., Oberlin College; M.A., University of Iowa; Ph.D., Cornell University.	
ELIZABETH MEEHAN (1941)	<i>Instructor, University School</i>
B.Ed., Southern Illinois University; A.M., University of Illinois.	
JOHN D. MEES (1946)	<i>Assistant Professor; Principal, University School</i>
B.Ed., Southern Illinois University; M.S., University of Illinois; University of Missouri; University of Chicago; Indiana University.	
MARY BELLE MELVIN (1947)	<i>Instructor, Periodicals and Binding Librarian</i>
B.Ed., Southern Illinois University; B.S. in L.S., University of Illinois.	
BRUCE W. MERWIN (1927)	<i>Professor of Education</i>
A.B., B.S. in Ed., A.M., Ph.D., University of Kansas.	
EDWARD V. MILES, JR. (1919)	<i>Business Manager, Associate Professor of Economics</i>
B.Ed., Southern Illinois University; University of Chicago; A.M., St. Louis University.	
KATE E. MOE (1947)	<i>Assistant Professor of Music</i>
B.S., University of Minnesota; M.S., University of Idaho; New England Conservatory of Music; Royal Conservatory of Music at Copenhagen, Denmark.	
VERNON GUY MORRISON (1947)	<i>Assistant Professor of Economics</i>
B.S., M.A., University of Nebraska; University of Chicago.	
WARD M. MORTON (1949)	<i>Associate Professor of Government</i>
A.B., Southwest Texas State Teachers College; M.A., Ph.D., University of Texas.	
SINA M. MOTT (1936)	<i>Associate Professor of Education</i>
B.A., Iowa State Teachers College; M.A., New York University; University of Chicago; Ph.D., New York University; Leave of Absence, 1949-50.	
RENZO E. MUCKELROY (1911)	<i>Professor of Agriculture Chairman of Department, Emeritus (1945)</i>
B.S., University of Illinois; M.S., University of Wisconsin.	
ROBERT E. MUELLER (1948)	<i>Instructor in Music</i>
B.S., State Teachers College, Milwaukee, Wisconsin; M.M., Northwestern University; University of Wisconsin.	
ROBERT H. MULLER (1949)	<i>Professor; Director, University Libraries</i>
A.B., Stanford University; A.M., Ph.D., University of Chicago.	
DOROTHY M. MUZZEY (1928)	<i>Assistant Professor of Physical Education for Women</i>
B.A., Iowa State Teachers College; M.A., University of Iowa; Columbia University; University of California at Los Angeles; Leave of Absence, 1949-50.	
CHARLES D. NEAL (1948)	<i>Associate Professor of Education, Director of Teacher Training</i>
B.P.S.M., Indiana University; A.M., University of Illinois; M.S. in Ed., D.Ed., Indiana University.	
JAMES W. NECKERS (1927)	<i>Professor of Chemistry, Chairman of Department</i>
A.B., Hope College; M.S., Ph.D., University of Illinois.	
JULIA NEELY (1926)	<i>Associate Professor of English</i>
A.B., A.M., Washington University; Kings College, University of London; New York University; St. Louis University; University of Michigan.	
LOIS H. NELSON (1948)	<i>Secretary to the President</i>
B.S. in Ed., Southern Illinois University; University of Illinois.	
ANNA KLASSEN NEUFELD (1945)	<i>Assistant Professor of Foreign Languages</i>
B.A., Bethel College; A.M., University of Kansas; University of Chicago; University of Wisconsin.	
LEONARD D. NICHOLS (1949)	<i>Instructor in Business Administration</i>
B.S., University of Pittsburgh; M.S., Columbia University.	
SUSIE OGDEN (1931)	<i>Assistant Professor of Business Administration</i>
B.Ed., Southern Illinois University; A.M., University of Illinois; Columbia University; University of Tennessee; University of Illinois.	
PHILLIP H. OLSSON (1949)	<i>Instructor in Music</i>
B.M., M.M., Chicago Conservatory of Music.	
CHARLES J. PARDEE (1929)	<i>Assistant Professor of History</i>
A.B., Hiram College; B.D., Union Theological Seminary; A. M. University of Chicago; Columbia University.	
GUS E. PARIS (1949)	<i>Instructor in History</i>
B.A., M.A., Southern Illinois University.	
LOUISE O'NEIL PARKER (1946-48; 1949)	<i>Instructor in Health Education</i>
R.N., Cook County School of Nursing, B.Ed., Southern Illinois University; M.P.H., University of Michigan.	

CHARLES PATERSON (1936)	<i>Assistant Professor, University School Carnegie Conservatory of Music, Dunfermline, Scotland; Chicago Conservatory of Music; Cincinnati Conservatory of Music; B. Ed., Southern Illinois University.</i>
VERA LOUISE PEACOCK (1930)	<i>Professor of Foreign Languages, Chairman of Department, A.B., A.M., Ph.D., Cornell University; Universite de Grenoble; R. Universita Italiana Per Stranieri, Perugia; Universidad Nacional de Mexico; University of Missouri; Leave of Absence, 1949-50.</i>
LOUIS PETROFF (1940)	<i>Assistant Professor of Sociology, B.A., University of Wisconsin; A.M., Ph.D., University of Southern California.</i>
WILLIAM NEAL PHELPS (1941)	<i>Professor of Education, B.Ed., Southern Illinois University; A.M., University of Illinois; Ed.D., Colorado State College of Education.</i>
FRANCES PHILLIPS (1944)	<i>Instructor in Health Education, B.Ed., Southern Illinois University; M.A., Teachers College, Columbia University; University of Minnesota; University of Kansas.</i>
JOHN M. PIERCE (1892-4; 1899)	<i>Associate Professor of German, Emeritus (1935) A.B., Washington University; A.M., Harvard.</i>
MINNIE MAE PITKIN (1945)	<i>Instructor, Assistant in Personnel, A.B., Texas State College for Women; University of Illinois; M.S., University of Colorado.</i>
WILLIAM A. PITKIN (1945)	<i>Associate Professor of Social Sciences, A.B., DePauw University; University of Wisconsin; M.A., University of Colorado, Indiana University; Ph.D., University of Texas.</i>
GEORGE KIMBALL PLOCHMANN (1949)	<i>Instructor in Philosophy, B.A., Columbia University; University of Chicago.</i>
JOHN F. PLUMMER, JR. (1949)	<i>Instructor, University School, B.S., Ball State Teachers College; Indiana State University.</i>
DALIAS A. PRICE (1947)	<i>Assistant Professor of Geography, A.B., A.M., University of Illinois; University of Wisconsin.</i>
CARL PRIDE (1949)	<i>Instructor in Mathematics, B.S., M.S., University of Oregon; University of Chicago.</i>
MABEL PULLIAM (1945)	<i>Director, Student Housing, Southern Illinois University.</i>
JOSEPH STANLEY RAFALKO (1947)	<i>Associate Professor of Zoology, B.A., Villanova College; M.S., Ph. D., University of Pennsylvania.</i>
TED R. RAGSDALE (1925)	<i>Professor of Education, B.Ed., Southern Illinois University; M.A., University of Illinois; Ph.D., St. Louis University.</i>
RAYMOND S. RAINBOW, JR. (1949)	<i>Instructor in English, A.B., Westminster College; A.M., University of Chicago.</i>
WILLIAM L. RANDLE (1945)	<i>Instructor, Veterans Guidance Center, B.Ed., Southern Illinois University; Northwestern University; M.S. in Ed., Southern Illinois University.</i>
VICTOR RANDOLPH (1935)	<i>Associate Professor of Education, B.Ed., Southern Illinois University; M.A., Teachers College, Columbia University; Ph.D., George Peabody College for Teachers.</i>
ANNA CAROLINE RAUT (1948)	<i>Assistant Professor of Microbiology, Biological Research Laboratory, B.S., University of Illinois; George Washington University; Cornell University; Ph.D., Washington University.</i>
ALICE PHILLIPS RECTOR (1946)	<i>Instructor, Assistant to the Student Life Deans, B.Ed., M.S. in Ed., Southern Illinois University; University of Denver.</i>
ALEX REED (1946)	<i>Assistant Professor in Agriculture, B.S., University of Illinois; Colorado State College; M.S., University of Illinois.</i>
HENRY J. REHN (1945)	<i>Dean, College of Vocations and Professions, Professor, B.S., Oregon State College; M.B.A., University of Oregon; Ph.D., University of Chicago; C.P.A., Illinois and Washington.</i>
CARL NELSON REILLY (1949)	<i>University Physician, Director of Health Service, Associate Professor of Physiology, B.S. in Med., M.D., University of Illinois.</i>
ROBERT S. RESNICK (1949)	<i>Instructor in Music, B.M., Roosevelt College; M.M., University of Wichita.</i>
EVELYN DAVIS RIEKE (1937)	<i>Assistant Professor, Dean of Girls, University School, B.S., M.A., M.Ed., University of Illinois; University of Chicago.</i>
LULU D. ROACH (1930)	<i>Assistant Professor of Art, Southern Illinois University; Ph.B., University of Chicago; Fine Arts Schools, Washington University.</i>
BUREN CALVIN ROBBINS (1949)	<i>Assistant Professor of Speech, B.Ed., Drake University; M.A., State University of Iowa; Ohio State University; Leave of Absence, 1949-50.</i>
LOUIS D. RODABAUGH (1947)	<i>Associate Professor of Mathematics, A.B., Miami University in Ohio; M.A., Ph.D., Ohio State University.</i>

ORA ROGERS (1928)	<i>Assistant Professor, University School</i>
B.Ed., Southern Illinois University; A.M., University of Illinois.	
MADGE TROUTT SANDERS (1924)	<i>Assistant Professor, University School</i>
B.Ed., Southern Illinois University; A.M., University of Chicago; University of Southern California; St. Louis University; New York University.	
WILLIAM B. SCHNEIDER (1936)	<i>Professor of English, Chairman of Department</i>
A.B., A.M., University of Illinois; Ph.D., University of Chicago.	
J. HENRY SCHIROEDER (1923)	<i>Professor of Industrial Education</i>
B.Ed., Southern Illinois University; M.S., University of Iowa; University of Missouri.	
JOHN WINFIELD SCOTT (1947)	<i>Professor of Business Administration</i>
A.B., University of Wichita; M.A., University of Texas; Ph.D., University of Chicago.	<i>Chairman of Department</i>
R. A. SCOTT (1923)	<i>Professor of Chemistry</i>
B.S., M.S., Ph.D., University of Illinois.	
SHELBY S. SHAKE (1944)	<i>Assistant Professor, University School</i>
B.S., Indiana State Teachers College; Huntington College; Purdue University; M.S., Indiana University; University of Notre Dame.	
MARJORIE SHANK (1923)	<i>Registrar, Associate Professor of Geography</i>
B.A., University of North Dakota; M.A., Clark University; University of Chicago; London School of Economics; St. Louis University.	
ESTHER SHUBERT (1940-42, 1943)	<i>Assistant Professor, Principal Catalog Librarian</i>
B.Ed. Eastern Illinois State College; B.S. in L.S., M.S. in L.S., University of Illinois.	
HELEN A. SHUMAN (1945)	<i>Dean of Women, Associate Professor</i>
B.Ed., Illinois State Normal University; A.M., University of Illinois; Teachers College, Columbia University; Northwestern University.	
GLADYS L. SMITH (1931)	<i>Assistant Professor, University School</i>
B.Ed., Southern Illinois University; M.A., Teachers College, Columbia University; University of Chicago; University of Colorado; University of Iowa.	
MADELEINE M. SMITH (1929)	<i>Assistant Professor of Foreign Languages</i>
A.B., A.M., Northwestern University; University of Chicago; Middlebury College French School; Yale University.	
MAE TROVILLION SMITH (1919-1931; 1943)	<i>Instructor in English</i>
A.B., A.M., Indiana University; George Peabody College for Teachers.	
ZITA SPRADLING (1944)	<i>Instructor, University School</i>
B.S., M.S., University of Illinois.	
PATRICIA STAHLHEBER (1947)	<i>Instructor in Foreign Languages</i>
B.S. in Ed., Southern Illinois University; A.M., University of Illinois; Universidad de San Carlos de Guatemala.	
HELEN RUTH STARCK (1944)	<i>Instructor, University School</i>
B.S., University of Illinois; M.Ed., Colorado State College.	
ROBERT A. STEFFES (1946)	<i>Instructor in Journalism, Acting Chairman of Department</i>
B.S., South Dakota State College; M.S., Syracuse University.	
JEAN STEHR (1944)	<i>Instructor in Physical Education for Women</i>
B.S., M.A., Texas State College for Women.	
HILDA A. STEIN (1925)	<i>Associate Professor of Zoology</i>
B.Ed., Southern Illinois University; M.S., University of Illinois; Ohio State University; Oceanographic Laboratory, University of Washington.	
MAUDE A. STEWART (1949)	<i>Associate Professor of Guidance and Special Education</i>
B.S. in Ed., University of Nebraska; M.S. in Ed., Ed.D., Syracuse University.	
ELIZABETH OPAL STONE (1929-1936; 1946)	<i>Assistant Professor; Assistant Director, University Libraries</i>
B.S., Northwest Missouri State Teachers College; B.S. in L.S., M.S. in L.S., University of Illinois.	
HAL STONE (1946)	<i>Instructor in Chemistry</i>
B.Ed., Southern Illinois University; M.S., University of Alabama.	
JOHN W. STOTLAR (1948)	<i>Instructor, University School</i>
B.S. in Ed., Southern Illinois University; M.S., Indiana University.	
MARJORIE W. STULL (1942)	<i>Instructor, Librarian, University School</i>
B.Ed., Southern Illinois University; Brown University; B.S. in L.S., University of Illinois.	
WILLIS G. SWARTZ (1930)	<i>Professor of Government, Chairman of Department</i>
B.A., M.A., Ph.D., University of Iowa; Clark University.	
C. HORTON TALLEY (1948)	<i>Professor of Speech, Chairman of Department</i>
B.A., Simpson College; M.A., Northwestern University; Ph.D., State University of Iowa.	
HARLEY R. TEEL (1935)	<i>Assistant Professor, University School</i>
B.Ed., Southern Illinois University; A.M., University of Illinois.	
CHARLES D. TENNEY (1931)	<i>Administrative Assistant to the President, Professor of English and Philosophy; Acting Chairman, Department of Philosophy</i>
A.B., Gooding College; A.M., University of Oregon; Harvard University; Ph.D., University of Oregon.	

WELLINGTON A. THALMAN (1929)	<i>Professor of Education</i>
A.B., Ellsworth College; A.M., Ph.D., Cornell University; University of Chicago.	
RONALD C. TOLLAFIELD (1949)	<i>Instructor, Documents and Serials Librarian</i>
A.B., Ohio Wesleyan University; B.S. in L.S., Western Reserve University.	
EDNA SPIRES TRAVIS (1948)	<i>Instructor in English</i>
B.S. in Ed., M.S. in Ed., Southern Illinois University.	
MADELYN SCOTT TREECE (1937-38; 1940)	<i>Instructor, University School</i>
B.Ed., Southern Illinois University; A.M., University of Chicago; Northwestern University.	
J. CARL TROBAUGH (1942)	<i>Manager, University Bookstore</i>
B.S., Southern Illinois University.	
LOWELL R. TUCKER (1947)	<i>Associate Professor of Agriculture, Acting Chairman of Department</i>
B.S., University of Illinois; M.S., University of New Hampshire; University of Minnesota; Ph.D., Massachusetts State College.	
WILLIAM J. TUDOR (1948)	<i>Associate Professor of Sociology</i>
B.S., M.S., Ohio State University; Cornell University; Ph.D., Iowa State College.	
ARNOLD TURNER (1949)	<i>Instructor in Business Administration</i>
B.S., Indiana State Teachers College; M.S., Indiana University.	
MAX W. TURNER (1947)	<i>Associate Professor of Government</i>
B.Ed., Eastern Illinois State College; M.A., Ph.D., University of Iowa.	
ROBERT C. TURNER (1947)	<i>Associate Professor of English</i>
B.A., B.S. in Ed., M.A., University of Missouri; University of Chicago; Ph.D., Yale University.	
KENNETH A. VAN LENTE (1931)	<i>Professor of Chemistry</i>
A.B., Hope College; M.S., Ph.D., University of Michigan.	
CAROLINE E. VAN MASON (1949)	<i>Instructor in Home Economics</i>
B.S., University of Washington; M.B.A., University of Chicago.	
RUBY VAN TRUMP (1928)	<i>Assistant Professor, University School</i>
B.S. in Ed., Southwest Missouri State Teachers College; A.M., George Peabody College for Teachers.	
MAXINE VOGELY (1947)	<i>Instructor, Director of Anthony Hall</i>
A.B., B.Ed., University of Cincinnati; University of Wisconsin; A.M., Cornell University.	
HELEN MATTHES VOGLER (1920)	<i>Instructor in Music</i>
Chicago Musical College; Juilliard School of Music; Leave of Absence, 1949-50.	
FLOYD V. WAKELAND (1939)	<i>Associate Professor of Music</i>
B. of Music, Illinois Wesleyan University; Christiansen Choral School; M.Mus., Bush Chicago Conservatory; Westminster Choir College.	
FOUNT G. WARREN (1913)	<i>Professor of Education, Chairman of Department</i>
A.B., McKendree College; A.M., University of Chicago; St. Louis University.	
LORAINE WATERS (1947)	<i>Instructor, University Museum</i>
B.A., M.S. in Ed., Southern Illinois University; University of Kentucky.	
BEN P. WATKINS (1946)	<i>Assistant Professor of Art, Acting Chairman of Department</i>
A.A., Whitworth College; A.B., M.A., Louisiana State University; Tulane University; Phillips University.	
WALTER B. WELCH (1938)	<i>Professor of Botany, Chairman of Department</i>
A.B., Wabash College; S.M., Ph.D., University of Chicago.	
FLORENCE A. WELLS (1927)	<i>Assistant Professor, University School, Emerita (1946)</i>
B.Ed., Southern Illinois University; A.M. University of Illinois.	
JOHN S. WHARTON (1945)	<i>Assistant Professor of Music</i>
B.Mus., Oberlin Conservatory of Music; M.Mus., American Conservatory of Music.	
JAMES J. WILKINSON (1948)	<i>Instructor in Physical Education for Men</i>
B.S., M.S., Indiana University; Southern Illinois University; Dir., Recreation, Indiana University.	
CHARLES B. WILLARD (1949)	<i>Associate Professor, University School</i>
Ed.B., R. I. College of Education; A.M., Ph.D., Brown University.	
DON WILLE (1949)	<i>Instructor in Health Education</i>
B.S., Wayne University; M.S., University of Michigan; Michigan State Normal College.	
HENRY L. WILSON (1946-48; 1949)	<i>Associate Professor of English</i>
B.A., State University of Iowa; M.A., University of Colorado; Ph.D., State University of Iowa.	
CLYDE V. WINKLER (1949)	<i>Assistant Professor of Education</i>
A.B., Southern Illinois University; M. A. University of Michigan.	
GEORGIA G. WINN (1947)	<i>Associate Professor of English</i>
A.B., East Texas State Teachers College; A.M., George Peabody College; Ph.D., University of Pittsburgh.	
ERNEST R. WOLFE (1948)	<i>Supervisor, Veterans Housing Projects</i>
A.A., Blackburn College; Illinois State Normal University; Shurtleff College.	
EUGENE S. WOOD (1949)	<i>Instructor, University School</i>
Southern Illinois University: B.S., University of Illinois.	

HARVEY SMITH WOODS (1949)	<i>Instructor in Agriculture</i>
B.S., M.S., University of Illinois; Southern Illinois University.	
LUCY K. WOODY (1911)	<i>Professor of Home Economics Emerita (1949)</i>
Indiana State Teachers College; Stout Institute; University of Washington;	
B.S., M.A., Teachers College, Columbia University.	
ALICE KELSEY WRIGHT (1925)	<i>Assistant Professor of Mathematics</i>
A.B., Indiana University; M.A., University of Illinois.	
JOHN I. WRIGHT (1925)	<i>Associate Professor of History</i>
Ph.B., A.M., University of Chicago.	
OTIS B. YOUNG (1929)	<i>Professor of Physics and Astronomy</i>
A.B., Wabash College; M.A., Ph.D., University of Illinois.	<i>Chairman of Department</i>
CHARLOTTE ZIMMERSCHIED (1927)	<i>Assistant Professor of Physics and Astronomy</i>
B.A., M.A., University of Minnesota; University of Chicago; Columbia University; St. Louis University.	

FACULTY ASSISTANTS, 1949-50

VERN E. BAIRD (1948)	<i>Biological Research Laboratory</i>
B.S., Southern Illinois University.	
DOROTHY SAGER BELTZ (1949)	<i>Teacher Training.</i>
B.S. in Ed., Southern Illinois University.	
ESTHER V. BENNETT (1949)	<i>University Museum</i>
B.A., Woman's College of University of North Carolina; Buffalo Museum of Science, Buffalo, N. Y.	
MAXINE BLACKMAN (1948)	<i>Information Service</i>
A.B., M.S., Southern Illinois University.	
BETTY L. BORELLA (1949)	<i>Audio-Visual Aids Service</i>
B.S. in Ed., Southern Illinois University.	
HENRY M. BORELLA (1948)	<i>Physics</i>
B.S., Southern Illinois University.	
MABEL BRACEWELL (1947)	<i>University School</i>
B.Ed., Southern Illinois University; A.M., University of Michigan.	
EDNA BRADLEY (1945)	<i>Physiology, Nurse</i>
R.N., Olney Nursing School.	
ALICE ALEEN BRENNAN (1949)	<i>Dean of Men's Office</i>
B.S. in Ed., Southern Illinois University.	
VIRGINIA D. BUCKMAN (1949)	<i>Speech</i>
B.A., University of California at Los Angeles; M.A., Whittier College.	
ALLYNN W. CARTER (1949)	<i>Registrar's Office</i>
B.S. in Ed., Southern Illinois University.	
DORIS C. CHANEY (1949)	<i>University School</i>
B.S. in Ed., Southern Illinois University.	
MARTHA M. CLARK (1948)	<i>English</i>
A.B., University of Illinois.	
D. MAXINE CLEMENTS (1949)	<i>College of Vocations and Professions</i>
B.A., DePauw University.	
SUE JACKSON EBERHART (1948)	<i>Registrar's Office</i>
B.S. in Ed., Southern Illinois University.	
ROBERT F. ETHERIDGE (1949)	<i>Dean of Men</i>
B.A., B.S. in Ed., M. S. in Ed., Southern Illinois University.	
VEDA ETHERIDGE (1949)	<i>Placement Service</i>
Murray State Teachers College; B.S. in Ed., Southern Illinois University.	
CARL B. FERRELL (1949)	<i>Biological Research Laboratory</i>
B.S., M.A., Southern Illinois University.	
JUNE FISCHER (1949)	<i>Physiology, Nurse</i>
R.N., Hahnemann Hospital School of Nursing; B.S., Texas State College for Women.	
MARICLE ERLE FRANKLIN (1949)	<i>Physical Education for Women</i>
B.S., M.S., Indiana University.	
HELEN GOETZ (1946)	<i>Physiology, Nurse</i>
R.N., St. Luke's Training School for Nurses.	
JUANITA GROSS (1946; 1949)	<i>University Library</i>
B.S., Carthage College; University of Cincinnati.	
DALE HOUGHLAND (1949)	<i>Information Service</i>
B.S. in Ed., Southern Illinois University.	
KATHRYN SIMMS JOHNSON (1949)	<i>University Library</i>
B.A., University of Texas.	
LEOTA L. KLINGBERG (1949)	<i>Home Economics</i>
B.A., University of Kansas.	
GERTRUDE LINDEGREN (1947)	<i>Biological Research Laboratory</i>

NAOMI MANERING (1942)	<i>Physiology, Nurse</i>
R.N., Holden Hospital School of Nursing.	
EVAN MCINTOSH (1947; 1949)	<i>Music</i>
B.S., Northwestern University; University of Iowa.	
NORMA T. MELTON (1948)	<i>Registrar's Office</i>
B.S. in Ed., Southern Illinois University.	
JANE N. MEZO (1948)	<i>Physiology, Nurse</i>
R.N., St. Louis City Hospital	
BETTY LOU MITCHELL (1949)	<i>English</i>
B.S. in Ed., Southern Illinois University.	
JOHN W. MULKIN (1949)	<i>Information Service</i>
B.S., Southern Illinois University.	
EARL W. MURRAY (1948)	<i>Registrar's Office</i>
B.S. in Ed., Southern Illinois University.	
JEANETTE NECKERS (1946)	<i>Speech</i>
A.B., Hope College; Southern Illinois University; Northwestern University.	
WILLIAM E. O'BRIEN (1948)	<i>Physical Education for Men</i>
B.S. in Ed., Southern Illinois University; Indiana University.	
LORETTA KEOUGH OTT (1948)	<i>Dean of Women's Office</i>
B.S. in Ed., Southern Illinois University.	
WILLIAM F. PRICE (1949)	<i>Alumni Service</i>
B.A., M.A., Southern Illinois University.	
ANTHONY R. PULEO (1949)	<i>University Library</i>
Southern Illinois University; B.S., Hofstra College.	
MARJORIE ANN RABACK (1949)	<i>University Library</i>
Southern Illinois University.	
MARGARET M. RAFALKO (1948; 1949)	<i>Biological Research Laboratory</i>
B.Ed., Southern Illinois University; Washington University; University of Pennsylvania.	
ANNA M. RUSSO (1949)	<i>Physiology, Nurse</i>
Southern Illinois University; R.N., New York University.	
DANIEL JOHN SCHNEIDER (1949)	<i>English</i>
B.S., Northwestern University; University of Chicago	
NEDRA MIDJAAS SEIBERT (1949)	<i>University Library</i>
B.A., Southern Illinois University.	
PEGGY COLEMAN SWAN (1949)	<i>University School</i>
B.S. in Ed., Southern Illinois University.	
JULIUS R. SWAYNE (1948)	<i>Zoology</i>
B.S., B.S. in Ed., M.S., Southern Illinois University.	
CHARLES W. TUROK (1949)	<i>Biological Research Laboratory</i>
Michigan State College; B.A., Southern Illinois University.	
IRMA TATE WARD (1946)	<i>Botany</i>
B.Ed., Southern Illinois University.	
OLIVE E. WEBB (1949)	<i>President's Office</i>
Southern Illinois University; A.B., Washington University.	
ROBERTA WHEELER (1949)	<i>Physical Education for Women</i>
Millikin University; B.S. in Ed., Southern Illinois University.	
ELEANOR YOUNG (1946)	<i>University School</i>
A.B., Trevecca College; Curry School of Expression; Northwestern University.	

GRADUATE ASSISTANTS, 1949-50

GEORGE R. ARNOLD	<i>Physics</i>
B.Ed., Southern Illinois University; M.S., University of Illinois.	
JEFFERSON D. ASHBY	<i>Child Guidance Clinic</i>
B.S. in Ed., Southern Illinois University.	
JACK E. BARTH	<i>Curriculum Library</i>
B.A., Southern Illinois University.	
GEORGE W. BELTZ	<i>Physical Education for Men</i>
B.S. in Ed., Southern Illinois University.	
FRANK J. BIETTO	<i>Government</i>
Southern Illinois University.	
GEORGE R. CARTER	<i>Physics</i>
B.S., University of Illinois.	
DAN COX	<i>Physical Plant</i>
B.S. in Ed., Southern Illinois University.	
ROBERT CURTIS	<i>History</i>
Indiana State Teachers College; B.S. in Ed., Southern Illinois University.	
ROBERT L. EAST	<i>Government</i>
University of Stockholm; B.A., Southern Illinois University.	
THOMAS D. EVANS	<i>Veterans Guidance Center</i>
B.S. in Ed., Southern Illinois University.	

FRESIA FIERRO	<i>Foreign Languages</i>
B.Ph., University of Chile.	
LAWRENCE GALLICK	<i>University Library</i>
B.S. in Ed., Southern Illinois University.	
MARGARET GARDNER	<i>University Library</i>
B.M., B.M.E., M.M., Northwestern University.	
YVONNE GIACOPUCCI	<i>Foreign Languages</i>
Baccalaureat, St. Marcellin College; Licence-es-Lettres, Grenoble University.	
RAYMOND J. GOEDDEL	<i>Mathematics</i>
B.S. in Ed., Southern Illinois University; University of Illinois.	
NORA THERESA KREIHER	<i>Botany</i>
B.S. in Ed., Southern Illinois University.	
GERHARD W. LANDMESSER	<i>Foreign Languages</i>
Padagogisches Institute, Jugenheim, Germany.	
ALVIN C. LOPINOT	<i>Zoology</i>
B.S., Shurtleff College.	
OCIE S. LYBARGER	<i>History</i>
B.Ed., Southern Illinois University.	
PAUL K. LYNN	<i>Industrial Education</i>
B.S. in Ed., Southern Illinois University.	
JAMES C. MARTIN	<i>University Library</i>
B.S. in Ed., Southern Illinois University.	
DONALD C. MCQUEEN	<i>Industrial Education</i>
B.S. in Ed., Southern Illinois University.	
WILLIAM MOSS	<i>English</i>
B.A., Southern Illinois University.	
CLIFFORD PAUL MURRIE	<i>Industrial Education</i>
B.S. in Ed., Southern Illinois University.	
JOHN D. PARSONS	<i>Zoology</i>
Wilson Jr. College; Southern Illinois University.	
JOSEPH REZETKA	<i>Mathematics</i>
B.S. in Ed., Southern Illinois University.	
JOHN L. ROACH	<i>Sociology</i>
B.S. in Ed., Southern Illinois University.	
WILLIAM B. SANDERS	<i>Geography and Geology</i>
B.S. in Ed., Southern Illinois University.	
WARREN F. SEIBERT	<i>Industrial Education</i>
Southern Illinois University	
KENNETH G. SMITH	<i>University Bookstore</i>
B.S. in Ed., Southern Illinois University.	
VIRGINIA L. SPILLER	<i>History</i>
University of Cincinnati; B.A., B.Ed., Southern Illinois University.	
WILLIAM R. STAUDACHER	<i>University School</i>
B.S. in Ed., Southern Illinois University.	
PHILIP ROSS STRANGE	<i>Child Guidance Clinic</i>
B.A., Southern Illinois University.	
WALTER DEAN TAYLOR	<i>University Library</i>
B.S. in Ed., Southern Illinois University.	
NINA LOUISE THEISS	<i>English</i>
B.S. in Ed., Southern Illinois University.	
MARY JEAN VAUPEL	<i>Mathematics</i>
B.S. in Ed., Southern Illinois University.	
WILLIAM J. VOGT	<i>English</i>
Purdue University; B.A., Southern Illinois University.	
GERALD E. WEBB	<i>Health Education</i>
Washington University Medical School; B.S., B.S. in Ed., Southern Illinois University.	
EMMA MARSH WELCH	<i>Foreign Languages</i>
Sherwood School of Music; Geurley School of Music; Asbury Theological Seminary; B.A., Southern Illinois University.	
ROY K. WESHINSKEY	<i>English</i>
B.S. in Ed., Southern Illinois University.	
JACK W. WEST	<i>Zoology</i>
B.A., Southern Illinois University.	

GENERAL INFORMATION

Location and Campus

Southern Illinois University is located in Carbondale, in Jackson County, in the hill country of Southern Illinois. The city of Carbondale is a railroad center and is easily accessible from all directions. Despite the name, Carbondale, and its early history, there is now little coal mining in the immediate vicinity. The region, especially to the south and west, grows peaches and apples. A state park, Giant City Park, is a popular resort to the south, and Crab Orchard Lake, to the east.

The University occupies a growing campus at the southern edge of the city. Here are located nine large buildings and a number of small structures. A training school is under construction. The football field, the University farm, and recent additions to the campus comprise more than 494 acres.

Some of the activities of the University extend beyond the limits of the campus. The Extension Division, the teacher training, the traveling museum exhibits, and the radio programs reach many portions of Southern Illinois.

Academic Standing

Southern is accredited by the Commission on Colleges and Universities of the North Central Association in Group IV (as a University), the American Association of Colleges for Teacher Education, the Association of American Colleges, and the National Association of Schools of Music.

History

Southern Illinois Normal University was established in 1869. In 1947 it was given the present name, Southern Illinois University.

Southern's first building was authorized by the State Legislature in 1869, and contributions were made also by citizens of Jackson County. It was completed in 1874. In the summer session of that year, 53 students were enrolled, and in the autumn term, 150. These enrollments may be compared with the figure of 3,164 in the autumn of 1949.

For some years after its establishment, Southern operated as a two-year normal school. Then in 1907 it became a four-year institution. In 1943 were authorized the graduate school and two new undergraduate colleges, Liberal Arts and Sciences, and Vocations and Professions, offering the Bachelor of Arts and Bachelor of Science degrees. At that time, also, the teacher-training functions were assembled in the new College of Education. The Bachelor of Music degree was approved in 1947. In 1948, the Graduate School was authorized to give the Master of Arts and Master of Science degrees in fields other than education.

The presidents have been

Robert Allyn	1874-1892
John Hull	1892-1893
Harvey W. Everest	1893-1897
Daniel B. Parkinson	1897-1913
Henry W. Shryock	1913-1935
Roscoe Pulliam	1935-1944
Chester F. Lay	1945-1948
Delyte W. Morris	1948

Southern Illinois University Foundation

The Southern Illinois University Foundation is a non-profit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

. It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills, and suitable forms for gifts and memorials. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are

President, Mr. Roy Vail Jordan, Southern Illinois University

Vice-President, Mr. A. O. Eckert, Belleville, Illinois

Secretary, Mrs. Lois H. Nelson, Southern Illinois University

Treasurer, Mr. Edward V. Miles, Southern Illinois University

Alumni Association

The Alumni Association is the general organization of the graduates and former students of Southern Illinois University. Any person who has attended Southern for as much as one term is eligible for membership. Annual dues of the association are \$2.00, and life membership can be obtained for \$50.00, payable, if desired, in ten annual installments.

In addition to the general association, there are local alumni clubs in various parts of Southern Illinois and throughout the country. The *Southern Alumnus* is the quarterly publication of the association. For information, address Dr. Orville Alexander, Director of Alumni Services, Southern Illinois University.

American Association of University Women

Women graduates of Southern Illinois University are eligible for membership in the American Association of University Women. Graduate women students enrolled in this University who hold a degree from this institution or an approved degree from another school will be welcomed as members of the Carbondale Branch of A. A. U. W.

When the Association of Collegiate Alumnae was formed, in 1882, its foremost aims were the development of opportunities for higher education for women, and the creation and maintenance of higher standards in those institutions admitting women students. As a means toward the realization of these aims, the Association restricted its membership to the alumnae of colleges and universities which met high requirements specified by the Association. These requirements concern not only academic excellence, but the general status of women in the institutions. With the emergence of the A. C. A. into the A. A. U. W., the Association has continued carefully to restrict its membership.

Southern is not only accredited by the Association, but also holds corporate membership. For 1945-49 a member of Southern's faculty was president of the Illinois Division.

STUDENT LIFE

Dramatics and Speech

The Little Theatre offers to all students opportunities for practical experience in every phase of dramatic production: acting, stagecraft, costuming, lighting, publicity, and business. Under the supervision of two members of the Speech Department, who serve as director and technical director, the Little Theatre produces each year six three-act plays in Shryock Auditorium. Some of the plays produced in recent years have been *Juno and the Paycock*, *The Male Animal*, *Kiss and Tell*, *Death Takes a Holiday*, and *State of the Union*. Students interested in dramatics may also take part in experimental productions in the laboratory theatre of the Speech Department, and in radio dramas produced by the department in the radio studios of WCIL, Carbondale.

Members of the Little Theatre may win election to the local chapter of the National Collegiate Players, outstanding national dramatics fraternity. Southern's Chapter was organized in 1947.

Students making significant contributions to campus speech activities and representing the University in this field may be eligible for membership in the local chapter of Pi Kappa Delta, national forensic fraternity. Southern's Upsilon Chapter was organized in 1942.

Efforts throughout this area on behalf of better speech are also furthered by the Egypt Speech Festival, held each year, to which all high schools in Southern Illinois are invited. This festival includes events in poetry reading, serious and humorous readings, declamation, original oratory, extemporaneous speaking, group discussion, and debate.

Student Publications

Student publications include the *Egyptian*, a weekly newspaper conducted as a laboratory for students desiring to earn Journalism credit, or as an extracurricular activity for those desiring to participate without earning credit; the *Obelisk*, the University yearbook; and the *Scarab*, a literary magazine, sponsored by Sigma Tau Delta, English fraternity. Editorships and staff memberships are open on trial to all students.

Athletics

The athletic departments sponsor a full program of inter-collegiate competition in football, basketball, baseball, track, cross country, golf, tennis and gymnastics. The University is a member of the National Collegiate Athletic Association, the National Intercollegiate Athletic Conference, and the Illinois Intercollegiate Athletic Conference. An extensive intramural program makes it possible for all students to enjoy exercise and recreation through sports.

Student Self-Government

Each year the student body elects members from each class to serve on the Student Council. The Council acts as a policy-making body for student activities, dealing with such problems as elections, social functions, student health, and permanent improvements. Through the Council, members of the student body are recommended to serve on some standing committees of the University, thereby integrating student and faculty-administration points of view.

Student Religious Life

The many churches of Carbondale take an active interest in the religious life of the students, encouraging them to affiliate with a congregation of their choice during their residence at the University, and offering special programs of religious activities keyed to the interests of student groups. Two religious foundations are in active operation near the campus. Their

programs give opportunity for religious fellowship and sociability. Both groups hold daily chapel services. Also at these foundations, courses of study are offered for which the University accepts certain credits toward graduation.

The University sponsors each year a "Religious Emphasis Week", during which period visiting speakers discuss the personal, social, and cultural values of religion from a non-sectarian viewpoint.

Social Organizations

Other student organizations include national and local professional fraternities, religious groups, literary societies, student cooperative residential groups, social fraternities, departmental and special-interest clubs, and honorary organizations. General information about these groups is given in the handbook, *Southern Style*, which is available for all students. Specific information as to meetings, officers, and the like can be obtained from Miss Ruth Haddock, in the Dean of Women's Office, who coordinates student activities.

Lectures, Entertainment, and Exhibits

Each year the Committee on Lectures and Entertainment brings outstanding personalities to the campus. For the school year 1949-50 the following were presented: Madame Rajan Nehru of India; Mr. C. J. Hambro, former president of the League of Nations; Roberts and Walker, stars from Gilbert and Sullivan operas; Anna Russell, imitator of famous vocalists; General Leslie Groves, Advisor to the United Nations Atomic Energy Commission; and the Page-Stone Ballet Company. The Committee also sponsored the moving picture *Hamlet*, with Laurence Olivier.

The same university committee cooperates with the Carbondale Community Concert Association, thereby entitling all students to attend the community concerts, which are presented in Shryock Auditorium. In 1949-50, the list of artists included the Columbia Concert Trio, violin, cello, piano; the DePaur Infantry Chorus, 35 male voices; Elena Nikolaidi, contralto from the Vienna Opera; Alec Templeton, pianist; and David Lloyd, American tenor.

Musical presentations by student organizations and individual students are offered to the public at various times throughout the year. Regular concerts are given by the Orchestra, the Band, the Choir, and the Madrigal Singers. Properly qualified students are presented from time to time in solo recitals.

During the Christmas season, a performance of Handel's oratorio, *The Messiah*, is given in Shryock Auditorium by the Southern Illinois Oratorio Society, made up of students and singers of Southern Illinois, soloists, and the University Symphony Orchestra. In 1949 the soloists were Camille Anderson, soprano; Evelyn Ames, contralto; John Tufts, tenor; and Robert Speaker, bass. The Oratorio Society also presented *The Messiah* at Centralia, Illinois.

From time to time the Art Department schedules a variety of exhibitions of painting and sculpture. Informal lectures and teas are given in the Little Gallery for the benefit of students, faculty members, and the public.

Radio Programs

For many years the University has presented a variety of radio programs over radio stations of the area, particularly WCIL, Carbondale; WJPF, Herrin; and WEBQ, Harrisburg. Both students and faculty members participate in the various broadcasts, which are designed to serve the area by presenting entertainment and information, and to give interested students an opportunity for training in radio methods.

A full-time professional radio director will join the University staff in the fall of 1950, to assume charge of both broadcasting and developing a training program in radio. A modern radio studio will then be set up on the campus, from which most of the University programs will originate.

LIBRARIES AND MUSEUM

University Libraries

The University Libraries consist of 111,565 volumes, which include bound government documents, bound periodicals, and books. During 1949, 1055 periodicals, 111 newspapers, and five additional newspapers in the microfilm edition were regularly received. In 1948, 8551 volumes were added to the library, and approximately 10,000 volumes in 1949.

Branches of the University Library include the University School Library and the Education Library. The latter contains as one of its divisions a Curriculum Collection consisting of 2360 books and 6500 pamphlets. Books and periodicals in the Education Library, as well as in the Reserve and Reference collections, are on open shelves.

The University Library has long been designated as an official depository to receive the publications of the United States government. Recently it has been made a depository for the Army Map Service, from which source the library has received around 50,000 maps and related materials.

In addition to the collection of books, periodicals, pamphlets, and maps, the resources of the library are being augmented by phonograph records, microfilms, microcards, filmslides, and musical scores.

A special area is provided as a study room for graduate students and faculty members. A quonset hut, which was erected during the summer of 1949, has increased book stack space by 3200 square feet.

A staff of fourteen professionally trained librarians, four faculty assistants, and eight full-time clerical workers, as well as a large number of student assistants, provide library service to students and faculty members.

Construction of the first unit of a modern library building will begin in 1950. The legislature appropriated over two million dollars for this purpose. The new building will be modular in design and completely air-conditioned.

Clint Clay Tilton Library

The University received, in 1944, from the late Clint Clay Tilton, then a retired newspaper publisher of Danville, Illinois, the gift of his entire library, including furnishings as well as books, plaques, pictures, and busts. Mr. Tilton was a well known collector of Lincolniana and Americana. To the original gift, comprising 2100 items, have been added, by other donors and by purchase, more than six hundred volumes, dealing principally with Lincoln, the Civil War period, and regional history.

Mr. C. T. Houghten, president of the Goodluck Glove Company, Carbon-dale, has made a cash gift of \$600.00.

This collection is housed in Room 206, Old Main, a room also temporarily used for a seminar in history. Its books may be used freely by the students, faculty, and general public; but no books are subject to loan.

Professor E. G. Lentz is Director.

Museum

The Southern Illinois University Museum was established shortly after the opening of the school in 1874. At first, the emphasis was placed on the natural sciences; however, in 1939, the program was enlarged to include materials in the social studies field.

The museum now has collections totaling more than 12,500 items in the field of the natural sciences. In the social studies field, approximately 4500 cultural objects, 2000 bound volumes, together with many thousands of old newspapers, magazines, letters, maps, and pictorial items have been secured.

The permanent exhibits are intended to stimulate an interest in the area served by the University. In the field of history, pioneer life is vividly portrayed in a series of 20 miniature dioramas as well as in the larger displays which feature such pioneer crafts as cloth-making, soap-making, and candle-making.

The Irvin Peithman collection of Indian artifacts gathered in Southern Illinois and now the property of the University is easily the outstanding collection of such materials from the area. Archeological materials are being added to the museum's collections, and research work is being carried forward under the direction of a museum staff member. The wood carvings by Fred Meyers have attracted national attention. Six of these carvings depict typical southern Illinois pioneers. An exhibit of firearms shows their development since pioneer times.

In the natural sciences, research collections of local flora and fauna are maintained in such fields as herpetology (1000 specimens); mammalogy (200 specimens); botany (5000 specimens); osteology (150 skeletons); mollusca (1000 specimens); ornithology (300 specimens). A large and varied collection of geological materials is in process of being classified.

The museum offers a variety of extension services, including classroom lectures and an organized school loan program. In cooperation with the Audio-Visual Aids Service, museum teaching units are available for distribution to Southern Illinois schools. Individual items are also loaned upon request. This work also is now under the direction of a regular museum staff member.

Museum publications also stress subjects of local interest. Numerous publications have come from the museum. Those available for distribution at the present time are *Key to the Reptiles and Amphibians of Illinois*, *Randolph County Notes*, *Jackson County Notes*, and *Pope County Notes*. *Hardin County Notes* will be ready for publication in 1950.

Visitors are welcome at the museum, which is located on the third floor of Parkinson Laboratory. It is open on week-days from 8 a.m. to 5 p.m. and from 8 a.m. until 12 on Saturdays.

UNIVERSITY SERVICES

Veterans' Services

Services have been arranged to meet the special needs of students who are veterans, to assist them in filing claims, to advise them during training, and to help them obtain employment when the educational program has been completed.

The veteran should go to the Office of the Dean of Men for information concerning his benefits under Federal and State Laws, and for necessary directions for securing these benefits, for entering the University, and for consulting persons who will be concerned with his progress thereafter. The other offices concerned in these services are the Veterans Administration Guidance Center, and Registrar's Office.

For information as to University credit for military experience see page 34.

Federal Assistance for Veterans of World War II

Any man or woman who was in active military or naval service after September 16, 1940, and prior to October 6, 1946, who served at least 90 days, and who was discharged other than dishonorably is eligible for educational benefits under the Serviceman's Readjustment Act (Public Law 346, "G.I. Bill") or the Vocational Rehabilitation Act (Public Law 16).

Tuition, fees, and specified equipment and supplies will be paid for by the U. S. Government through the Veterans Administration. In addition, \$75.00 a month will be paid for subsistence if the veteran has no dependents, \$105.00 a month if he has one dependent, and \$120.00 a month if he has two or more dependents.

Current publications give complete details of the training program under Public Law 346 and Public Law 16.

Disabled veterans may be eligible for training under Public Law 16. Application for training should be made to the nearest Veterans Administration Office, or to the Veterans Administration Guidance Center, 400 West Grand, Carbondale, Illinois. Veterans interested in attending college under Public Law 346 should also contact these offices.

State Aid and Services to Veterans

The Military Scholarship. "Any person who served in the army, navy or marine corps of the United States, during World War I, not including members of the Students' Army Training Corps, or any time between September 16, 1940 and the termination of World War II, who, at the time of entering upon such service, was a resident of this state, who has been honorably discharged from such service, and who possesses all necessary entrance requirements shall, upon application and proper proof, be awarded a scholarship to a state normal university or teachers college or the University of Illinois. Such persons shall also be entitled, upon application and proper proof, to enroll in any extension course offered by a state normal university or teachers college or the University of Illinois, without the payment of tuition fees.

"Any person who so served and who, at the time of entering upon such service, was a student at any state normal university or teachers college or the University of Illinois, and who was honorably discharged from such service, shall, upon application and proper proof, be awarded a scholarship entitling him to complete his course of study at such institution, but shall not be entitled to more than four years of gratuitous instruction."

This amounts to \$80.00 a year, a total of \$320.00.

The Governor's Committee for Veterans Rehabilitation and Employment. This Committee will assist any veteran but gives aid primarily to ex-service men and women with impaired health or with limited physical abilities. Such persons may receive at State expense vocational training and education, plus health restoration treatments and prosthetic appliances. After proper training, they are given employment assistance.

Veterans Administration Guidance Center

Southern has been chosen as the location for the Veterans Administration Guidance Center in Southern Illinois because of its excellent facilities for testing and its convenient location in respect to the thirty-four counties involved.

The purpose of the Center is to furnish vocational guidance to all veterans in this region who are eligible for training under Public Law 16, and to assist such veterans in planning their vocational rehabilitation programs. All veterans of World War II who have service connected disabilities for which compensation is being paid are eligible for this service.

Veterans who are without service connected disabilities and who are eligible for training under Public Law 346, may have this service if they desire.

All veterans who are in training under either law must have prior approval of the training officer before making a major change in course or transferring to another university or training facility. Otherwise, no subsistence will be paid.

Counselors from Southern's faculty supply the testing and counseling service. The United States Veterans Administration Office is located at 400 West Grand Avenue, Carbondale.

University Publications

Publications issued by Southern Illinois University include regular session, summer session, and Graduate School catalogs; *The Annual Report of the Business Manager*; *The Registrar's Report*; *Our Museum*; *The Southern Alumnus*, quarterly, published for alumni; and special bulletins issued by different departments and branches of the University.

Placement Service

The Placement Service is maintained for the benefit of students, graduates, and others who have attended the University, and who desire to find employment in the teaching field, in the professions, or in business. It also serves employers by helping them locate personnel.

The facilities of the Placement Service are free to candidates seeking positions, as well as to employers. Before graduation each student is requested to register with the Placement Service. Credentials are sent to prospective employers at the request of either the candidate or the employer.

The Placement Service is a member of the National Institutional Teacher Placement Association and also of the Teacher Placement Association of Illinois Colleges and Universities.

Inquiries should be addressed to Roye R. Bryant, Director of the Placement Service.

Student Personnel Services

The services of the offices of the Dean of Women and the Dean of Men are available to all students and are designed to assist the individual to develop his interests and abilities to the fullest extent.

Staff members are available at all times for counseling with students on any problems which may arise, especially in the personal, vocational, and educational areas.

Problems of class attendance, unsatisfactory work reports, interpretation of orientation test scores, student employment, loans to students, student discipline, individual and group testing, and student personnel records are a few of the areas with which these offices are concerned.

The group counseling work with student activity organizations is carried on by the two offices in order that participation in activities may provide as meaningful an experience as possible to the student.

"How To Study" and reading techniques classes are presented by the staff of the personnel offices.

The orientation program for new students is under the direction of the personnel deans. All new students are required to attend this program, which is designed to give entering Southern students an opportunity to adjust themselves to their new environment by providing basic information about the campus, the academic program, and the role of the individual as a University student.

The educational counseling program, which provides each student with an individual counselor, is coordinated by these offices in cooperation with the Deans of the Colleges and with the faculty.

Student Employment

The Student Employment Service, in the office of the Dean of Men, assists both men and women students to earn part of their expenses. Since it is impossible to guarantee work to every applicant, prospective students who expect to earn part of their expenses, and who do not have definite appointments to positions before coming to college, should have means of support for at least one term. Students who expect to earn a large part of their expenses should plan to carry a reduced academic load. Two types of work are available—state and private:

(a) State employment on a part-time basis is provided for a number of students in the following fields: clerical, typing, and stenographic; library, laboratory, and museum; research and survey; agricultural, and gardening; janitorial, maintenance, and repair; police and security.

Students so employed are paid according to an established schedule, in which rates are based upon off-campus experiences as well as upon the number of years of satisfactory service to the University.

(b) Private employment is sometimes secured by the students themselves, but requests for student help often come to the campus. These calls are continuous throughout the year and usually require immediate placement.

Requests for application forms should be made to the Dean of Men. Each applicant is urged to call for an interview to learn about employment possibilities.

For information as to assistantships for graduate students, see page 42, or write to Dr. W. G. Swartz, Chairman of the Graduate Council.

Housing of Students

Unmarried Students

Living accommodations for men and women at Southern Illinois University are as follows: one girls dormitory, three sororities, five fraternities, numerous organized houses, and many homes in Carbondale. Women not living in homes with their parents or with relatives are required to live in homes approved by the University. Men are urged to live only in approved homes. Unmarried students may live only in supervised apartments. All persons accepted as students at Southern Illinois University are subject to the housing rules and social rules approved by the University Student Life Committee and to all other University regulations.

Students may not move from approved houses within the term without the consent of the housing office.

The signing of a written agreement which clearly defines the terms on which rooms are rented is strongly urged. The University furnishes written agreements to all approved homes.

Renting by mail has been found to be unsatisfactory. All students and their parents are urged to see the rooms before engaging them.

Lists of room vacancies in approved homes for both men and women may be secured from the housing office. All requests for housing information should be addressed to Mrs. Mabel Pulliam, Director of Housing.

Anthony Hall

Anthony Hall, the dormitory for women, is conveniently located on the south side of the campus. It was built in 1913 and named by the Carbondale Women's Club in honor of Susan B. Anthony. The hall has accommodations for 120 women. The rooms are attractively furnished, and each has hot and cold water. All linens and one blanket are provided, but students are expected to supply curtains, bedspreads, and extra blankets. Meals are planned by a trained dietitian.

The cost of room and board at Anthony Hall is \$10.00 a week. The University reserves the right to raise the rate, should it become necessary. A student whose application is accepted is required to pay a reservation fee of \$5.00. Checks should be made payable to the University. No reservation fees are accepted until a definite reservation can be made for the student, as this fee cannot be refunded under any circumstances. The fee is applied on the first week's room and board. Applications for rooms should be sent to the Director of Anthony Hall, Miss Maxine Vogely.

Living Accommodations for Married Students

Every effort is made to help married couples secure living accommodations. One hundred five housing units have been constructed on the campus and are available to married veterans only. Ninety-five more units are available at Crab Orchard plant project, ten miles east of Carbondale. Applications for quarters in either project should be sent to Mr. Ernest R. Wolfe, Supervisor of the Veterans Housing Projects, 400 West Grand. Requests for living accommodations in Carbondale should be sent to Mrs. Mabel Pulliam, the Director of Housing.

Cost Per Week

	Men	Women
Rooms in approved homes (double rooms).....	\$ 2.50-\$ 4.00	\$ 3.00-\$ 4.00
Board and room in approved homes (approximate price)	10.00- 12.00	10.00- 12.00
Board at College Cafeteria and Carbondale restaurants	10.00- 15.00	10.00- 15.00
Room and board in Anthony Hall		10.00
Apartments in Carbondale	9.00- 20.00	

University Health Service

The University Health Service includes at present two physicians and a staff of registered graduate nurses.

Precautions are taken to prevent illness, and provision is made for the comfort of the sick. The physicians keep office hours, during which any student may have the benefit of diagnosis and advice. Instruction is given regarding the care of health and methods of treating cases of simple illness. A limited amount of hospitalization and medical care is provided without charge beyond the term fee for all resident students.

Every effort is made to guard against communicable diseases. When a student is found to have such a disease, he is promptly excluded from the University, in accordance with the regulations of the State Department of Public Health.

A physical examination is given every student who registers in the University. A complete health record is kept for each student. The record includes prior health history, results of physical examinations, and information concerning health during residence at the University.

Awards, Benefits and Loans

State scholarships are awarded each year through the Office of the State Superintendent of Public Instruction. Graduates of recognized high schools who are in the highest quarter of their graduating classes are certified by their principals or county superintendents to the Superintendent of Public Instruction, who may award scholarships to the highest ranking graduates who signify their intentions to prepare to teach. Each of these scholarships is valued up to \$80 annually, or \$320 for four years. This covers the student's tuition, activity, and other fees, but does not include laboratory supplies, and materials used. Holders of these scholarships must apply for admission to the University not later than August 15 of the year in which the scholarship is awarded. If a scholarship holder does not register for the next regular term following receipt of the scholarship, or if he withdraws from the university, he forfeits his scholarship, unless he receives a leave of absence, not to exceed six years, because of illness, or in order to earn money to defray his university expenses. A forfeited scholarship may be given to the next highest ranking student as shown on the list submitted to the Superintendent of Public Instruction.

The *Illinois Educational Benefit Act* provides academic fees, board, room, book rental, and supplies for children, in the State of Illinois, of veterans of World War I or II who were killed in action, or who died from other causes in World War I or World War II. The maximum allowance is \$150 a year. Orphans of Soldiers, Sailors, and Marines who are not less than sixteen or more than twenty-two years of age are eligible to receive these benefits. Application should be made to the Director of the Department of Registration and Education, Springfield, Illinois.

For information as to Military Scholarships and rehabilitation, see "University Services," page 27.

Vocational Rehabilitation—Under the State Board for Vocational Education is a division for the vocational rehabilitation and placement in remunerative employment of persons whose capacity to earn a living is or has been impaired. This includes those with physical handicaps of various kinds. Approved students receive all registration and tuition fees, book rental, and school supplies for nine months a year.

Persons who wish to consult with a representative are welcome to call at the Carbondale Field Office, located at 205½ East Main Street. Phone, Carbondale 324. The services of this office are available to returning service men and women. Students from other parts of the state now receiving training through the State of Illinois Division of Vocational Rehabilitation may consult any representative of the Board.

The University Loan Fund. A maximum loan of \$35 is available to any student who has established a satisfactory record for at least one term. Application may be made at the office of the Dean of Women or the Dean of Men.

Loans for amounts not to exceed \$5.00 for short periods of time will be made to students by the Dean of Men. This loan fund (totaling \$100) is available for student emergencies of a minor nature.

A Loan Fund has been created by the *Carbondale Rotary Club* for the benefit of Southern Illinois University senior students who may be in urgent need of money for the completion of their university course. Loans are available in units of \$50 a term and are repayable without interest within five months after the applicant has secured gainful occupation. Selection of applicants is based upon financial need, character, scholastic standing, and qualities of leadership.

The Fourth Object Scholarship Fund of District 149 *Rotary International* provides scholarships at Southern Illinois University for students from Latin America. The purpose of the fund is to promote international understanding and friendship in harmony with the Fourth Object of *Rotary International*. Those eligible for benefits from the fund are students who have been graduated from acceptable normal schools in Latin-America, who desire advanced study in any phase of education, and who are scholastically acceptable to Southern Illinois University, and approved by the Fund's Administrative Committee.

The *Carbondale Lions Club* makes available each year through its *Student Loan Fund* financial aid sufficient to pay the tuition of four male students for each term of the regular school year. These loans are made without interest for a period not exceeding one year. The recipient need not be a senior, but must signify his intention to secure employment not later than the September following the date of the loan. Application should be made to Dr. J. W. Neckers of the Chemistry Department.

25th District, Illinois Federation of Women's Clubs Student Loan Fund. Students at Southern Illinois University have the privilege of applying for a loan from this organization. Loans up to \$400.00 may be obtained, dependent upon need and merit. Any student is eligible to apply for benefits from this loan fund. There is no interest charged until after graduation, and the loan may be repaid in installments if necessary. Application forms may be secured at the Office of the Personnel Deans.

The Charles Neely Scholarship Award. The local chapter of the American Association of University Professors awards annually a prize of \$25 to a member of the junior class who has a high scholastic average.

The Illinois Beta Association of *Phi Beta Kappa* offers an annual prize of \$10 to the senior graduating with the highest scholastic standing from the College of Liberal Arts and Sciences.

The Betty Rhodes Memorial Scholarship. The Alpha Delta Chapter of Delta Sigma Epsilon sorority and its alumnae established the Betty Rhodes Memorial Scholarship of \$30 in the fall of 1937. It is awarded annually to a sophomore non-sorority girl having qualities of personality, leadership, and high scholastic standing.

The Elizabeth Martin Gift. The American Association of University Women has a loan fund of \$600, of which \$100 is called the Elizabeth Martin Gift to the A. A. U. W. Loan Fund. Money from this fund may be borrowed without interest the first year and after that at three per cent. Upperclassmen and graduate students have preference. Application should be made to Chairman of Loan Committee, Miss Charlotte Zimmerschied. Information concerning a loan may be obtained at any time at the Office of the Dean of Women.

The Janice Neckers Memorial Scholarship. The Alpha Nu chapter of the Sigma Sigma Sigma sorority established the Janice Neckers Memorial Scholarship of \$30 in the spring of 1947. It is awarded annually to a third-term, non-sorority girl who ranks in scholarship among the first ten of her class. The selection is to be based on character, personality, morals, and need. The sorority will make the final choice from among three girls recommended by the Scholarship Committee of the University.

The June Vick Memorial Fund. Beta Xi chapter of Beta Sigma Phi Sorority founded the June Vick Memorial Fund to be operated for the benefit of girl students who desire to attend the University but who are unable to do so without financial assistance. The funds are used as loans for tuition and are administered on a strictly business basis. The repayment of the loan is safeguarded by personal security. Applicants for this loan should see the Dean of Women.

William and Mary Gersbacher Student Loan Fund. A memorial loan fund of \$500 has been established in honor of William and Mary Gersbacher. Loans may be obtained by the students in the same manner as are loans from the University Loan Fund.

Thelma Louise Kellogg Scholarships. The Southern Illinois University Foundation awards one or more scholarships from the funds given to the Foundation by the late Dr. Kellogg, who was a member of the English Department at Southern. The scholarships are restricted to English majors who are recommended by the English Department.

Parent-Teachers Scholarship Fund. The Illinois Congress of Parents and Teachers has provided a fund of \$200 to be known as the Congress Scholarship Fund and to be awarded to a sophomore, junior, or senior on the basis of scholastic standing, character, and financial need. A condition of the award is that the recipient must come from a high school which maintains an active Parent-Teacher Association recognized by the Congress. Application for this scholarship should be made to the Dean of Women or the Dean of Men.

REGULATIONS AND STANDARDS

Admission to the University

Students are admitted four times a year. Application for admission should be filed a month in advance of registration; a transcript of record should be mailed directly by the preceding high school or college, to the Registrar at Southern.

Admission is always to a particular college, and usually to a particular major field. The applicant should study the later pages of this catalog, where the offerings of the three undergraduate colleges and the Graduate School are described, and should choose one, even if the choice is only tentative. If he can do so, particularly in the College of Vocations and Professions, he should indicate the major department. If his subsequent grades are satisfactory, he will have the opportunity to change college or major subject. If such change is made late, however, he may need to make-up the elementary requirements of the newly chosen curriculum, work which may delay his graduation. Even without a change, if the student enters the University without the necessary prerequisites for his chosen curriculum, he may meet with delay while making them up.

See the annual Illinois School Directory for the lists of accredited or recognized high schools. Their graduates may be admitted to Southern. Similar accreditation in other states will be honored.

To veterans or to civilians over 21 years of age who have not completed high school, the General Educational Development Tests furnish an opportunity to gain admission to full or limited work in the University. These are regularly offered the first Friday and Saturday of each month at the office of the Dean of Men.

All new students at Southern Illinois University must take the regular *University Examinations*. These are given during Freshman Week and also once each quarter during the school year. A student will not be considered as having completed his matriculation until these tests have been completed. Information concerning the testing program may be obtained from the Dean of Men.

Admission of Transfer Students to Advanced Standing. Each applicant for admission to Southern is required to present a full record of his academic experience. This includes transcript and evidence of graduation from high school, and transcript and evidence of good standing from every college or university attended. All such transcripts should be mailed directly from the institution to the Registrar at Southern.

If the applicant's scholarship shows an average below "C", he will be denied admission. Appeal for exception should be addressed to the Registrar, and should be accompanied by evidence that the applicant may be re-admitted to the college from which he is transferring, and by a full statement of the circumstances under which the poor record was made. The application should be made early, to permit any necessary correspondence with authorities at the former college.

Any student, though already matriculated at Southern, who undertakes work in another institution, whether in the regular session, summer session, or extension, and who plans to continue study at Southern, is required to file a record of such work with the Registrar at Southern. He must keep his academic record complete. These transcripts become a part of his permanent record and are not returned to the student.

Readmission. Students who were in attendance and in good standing at the close of the preceding quarter need not make special application for readmission before registration. However, a former student not in attendance at the close of the preceding quarter, but in good standing, should write the Registrar at least two weeks in advance of registration and should report any change in college or major field.

A former student who seeks readmission, but who is not in good standing at Southern, must clear his status before the Registrar may prepare his registration card. It is to the interest of the candidate to present his application very early, so that all inquiries may be answered, and so that the candidate can find time to complete any requirements that may be imposed upon him.

University Credit for Military Experience

Southern Illinois University follows the policies recommended by the American Council on Education relative to credit for military experience and for experience in civilian activities related to the war, as set forth in the "Guide to the Evaluation of Educational Experiences in the Armed Forces". No credit is allowed for College Level G.E.D. Tests.

Credit not to exceed fifteen quarter hours may be granted to an individual for the "basic training" course, ordinarily consisting of thirteen weeks, in the Armed Forces. This credit is to be assigned to physical education, hygiene, and electives. If the student already has credit in these subjects, the amount will be somewhat less.

For completion of an extension course given by a recognized college or university, credit will be allowed in the usual manner.

Competence in technical or vocational fields may be demonstrated by examination, provided the fields correspond to vocational and technical subjects for which credit is regularly granted on the campus. A veteran student may be allowed to take examinations for credit in fields such as mathematics, physics, mechanics, and foreign languages, to secure appropriate credit.

The above credit for military experience may be obtained only by regularly enrolled students or by those who attended Southern before entering the armed services.

Professional Aptitude Tests

Southern has been designated as a place for giving Professional Aptitude Tests. These include the pre-admission tests of the Association of Medical Colleges, which are required of all students planning to enter the medical profession. Other tests in the series are required for certain schools of Engineering. They are given only once each year—date to be announced—usually in or near April. The Graduate Record Examination and the Miller Analogies Test, which are required by many graduate schools as bases for accepting students, are also given at Southern. For information, consult the Dean of Men.

Fees

Schedule of fees for a term of three months:

Tuition	\$15.00
Student Activity Fee	7.50 plus Federal admissions taxes
Book Rental Fee	2.50

Total\$25.00 plus Federal admissions taxes

Juniors and seniors in the College of Liberal Arts and Sciences and the College of Vocations and Professions pay a tuition of \$20.00 instead of \$15.00. A student who takes his degree in one of these colleges must have registered there the last two years or pay back tuition (except when he is a transfer within this period from another school.)

Graduate student fees include the tuition fee of \$15.00, the student activity fee of \$7.50 plus Federal admissions taxes, and a matriculation fee of \$5.00 for new students.

Students holding valid state scholarships and military scholarships are exempt from the above fees.

The general activity charge includes the fee for limited hospitalization, entertainment, athletics, *The Obelisk*, *The Egyptian*, and other activities as may be provided.

A fee of \$2.00 per quarter hour is charged for extension students, but none of the activity benefits are included. There is a 75c book rental fee if books or University supplies are used in the course. A part-time student taking up to eight quarter hours inclusive may choose to pay either \$2.00 per quarter hour or half fees for resident students, which in most cases amount to

Tuition	\$ 7.50
Student Activity Fee	7.50 plus Federal admissions taxes
Book Rental Fee	1.25
Total	\$16.25 plus Federal admissions taxes

Additional special fees include the following:

Out-of-state fees	\$10.00
Late registration fee—\$2.00 first day, \$1.00 increase each day to a maximum of	5.00
Chemistry laboratory breakage deposit.....	2.00
Botany 101 laboratory breakage deposit.....	2.00
Completion of incomplete course	1.00
Graduation	10.00

Fees for departmental field trips are listed with the courses concerned. Other charges a student may incur are for late assignment cards, library fines, breakage, failure to report for physical examination, etc. The first transcript of the University record is furnished free, provided the student has fulfilled all his financial obligations to the University. There is a charge of \$1.00 for each additional transcript.

Students withdrawing from the University within ten days after the beginning of the term may obtain a full refund of fees. In order to receive this refund, a student must make application to the Bursar's Office within ten days following the last day of the regular university registration period. No refunds are made after that time.

Schedule of Class Periods

Each class period is fifty minutes in length, beginning on the hour. The first classes are at eight o'clock. Ten minutes are allowed between periods.

No classes are scheduled to meet Thursday afternoon at three o'clock, which is reserved for meetings of the faculty, the Council Advisory to the President, committees, and other faculty and student groups.

Grading System

Grades are expressed in letters as follows:

(Per quarter hour)

A, Excellent	5 grade points
B, Good	4 grade points
C, Satisfactory (this is intended to be the average grade)	3 grade points
D, Poor, but passing	2 grade points
E, Failure; all work completed including final examination, but failed	1 grade point
W, Course not completed; includes incomplete records of all kinds. This is to be followed by a letter indicating the student's grade at the time of withdrawal; the number of weeks he attended is indicated by a number. For example, W ⁸ B	1 to 5 grade points

Any student who withdraws from a class without filling out the proper forms, will receive a grade of WE in the course.

Any change of grade, as upon the completion of a W, must be reported within a year after the close of the term in which the course was taken. A

fee of one dollar is charged for the completion of a course marked W, unless the fee is waived on recommendation of the University Physician. A student who for some reason must miss the final examination, may not take an examination before the one scheduled for the class. In this case, W should be recorded by the instructor. The final examination may be given at a later date, within one year. A complete record of all changes in grades will appear on the official transcript.

Scholarship

The normal load for a student is sixteen quarter hours, with a maximum of eighteen. A student with a 4.25 average the preceding term may be allowed by the dean of his college to take as many as twenty hours. In no case may a student carry, or be credited with, more than twenty-one hours in any term. A student on probation (see below) may not take more than fourteen hours.

Freshmen and Sophomores (Fewer than 96 hours.)

A freshman or sophomore goes on probation at the end of a term in which his over-all grade points fall below the "C" average by more than 15 points; he must maintain a "C" average during probation in order to remain in school; and he is restored to good standing when his over-all grade points rise again to within 15 points of "C" average.

Juniors and Seniors (96 hours or more.)

A junior or senior goes on probation at the end of any term in which his over-all average is brought below "C". He must maintain a "C" term average during probation, in order to remain in school, and is restored to good standing when his over-all average is again "C" or better. Before a student may be graduated, he must have a 3.0 (C) average.

No student will be dropped at the end of any term for which he has a "C" average or above.

Example—

A student with a 16 credit-hour load needs for a "C" average
(16×3) 48 grade points

A first term freshman with the following grades:

C—6 credits (6×3) = 18 points

D—5 credits (5×2) = 10 points

E—5 credits (5×1) = 5 points

Has earned 16 credits and 33 grade points

This is below the average required by 15 grade points

This student has the bare minimum required and is *NOT* on probation.

A—5 points

B—4 points

C—3 points

D—2 points

E—1 point

Any student who feels he has justification for not having fulfilled the scholarship requirement may present his case to the Dean of Men, the Dean of Women, or the Dean of his College.

For admission of transfer students, and re-admission of students with previous unsatisfactory scholarship averages, see pages 33 and 34.

Unusual cases are referred to a dean for testing and advisement, or to an appropriate faculty committee.

Honors

In recognition of high scholarship, an Honors Day Convocation is held each spring. Candidates for the Bachelor's degree who have maintained a grade-point average of 4.25 or more for all of their work through the winter term of their senior year receive honor pins. In the case of a transfer student, he must have entered Southern Illinois University by the beginning of the junior year and have maintained the 4.25 average.

For information concerning Honors courses open to high-ranking students, see page 38.

Graduating seniors are recognized at Commencement on the graduation program, and their diplomas designate honors granted on the following basis:

Highest Honors	Point average of 4.90 or higher
High Honors	Point average of 4.75-4.89
Honors	Point average of 4.50-4.74

Course Numbers

The course numbering system is as follows:

100-199	for freshmen
200-299	for sophomores
300-399	for juniors and seniors
400-499	for seniors and graduates
500 and above	for graduates only

Ordinarily, students are not permitted to take courses above their classification; that is, a freshman should register for freshman courses, and only in rare instances for sophomore courses.

Unit of Credit

One quarter hour represents the work done by a student in a course pursued for a term of twelve weeks, one hour a week, and, in the case of the laboratory courses, the usual additional time. It is equivalent to two-thirds of a semester hour.

Honors Courses

A student with a 4.5 average at the end of the sophomore year may be granted permission to do a limited amount of specialized work in his chief field of interest. This may fall within a department or may cut across two or more departmental fields.

A qualified student who wishes to take honors courses should consult with the faculty member concerned and ask for the appointment of a Special Honors Committee to supervise his honors work.

The amount of credit which a student may receive for honors work and the type of comprehensive examination to be given will be determined by the Honors Committee.

DEGREES

The College of Education grants the degree of Bachelor of Science in Education.

The College of Liberal Arts and Sciences grants the degree of Bachelor of Arts.

The College of Vocations and Professions grants the degree of Bachelor of Science and the degree of Bachelor of Music.

The Graduate School offers the Master of Science in Education, the Master of Arts, and the Master of Science degrees.

A student requesting a second bachelor's degree from this University must complete forty-five hours in addition to those required for his first degree and must fulfill the requirements for the second degree. At least thirty hours must be in senior college courses.

Every candidate for a degree should file written application with the Registrar not less than two months before the date on which the degree is to be granted. At the time of application the student should order his cap and gown through the University Book Store and register with the Director of the Placement Service. A student must have a 3.0 average before his application for a degree may be accepted.

In the week preceding graduation, each candidate for the degree should secure from the Registrar's Office the financial clearance slip, obtain the required signatures, and return the slip to the office before Commencement.

Students must attend Commencement exercises to receive their diplomas, unless in advance they are granted permission to be graduated *in absentia*.

Requirements for the Bachelor's Degree in All Colleges

Each candidate for the degree must complete 192 quarter hours of credit in approved courses. *At least 64 must be in senior college courses, of which 48 must be earned in residence.* Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject.

*The following list of requirements should be met by degree candidates of all colleges within the first two years of attendance:

Social Studies—20 quarter hours (work in 4 departments required)

Economics, 5 hours

Geography, 5 hours

Government, 5 hours

History, 5 hours

Sociology, 5 hours

Humanities—18 quarter hours

English 101, 102, 103—9 hours

English 205, 206, 209, 211, 212—6 hours

Art 120 or Music 100—3 hours

Note: The student is also advised to complete the foreign language requirement for the bachelor's degree within the first two years.

Biological Sciences—9 quarter hours

Health Education 202—4 hours

Botany 101, 202, or Zoology 101, 105—5 hours

*For the Bachelor of Music degree, for which the requirements are somewhat different, see page 166.

Mathematics and Physical Sciences—12 quarter hours

Chemistry, Mathematics, Physics (the 12 hours to be selected from two departments)

Practical Arts and Crafts—3 quarter hours

Agriculture, Business, Home Economics, Industrial Education (not required if the student has had any of this work in high school)

Physical Education—6 quarter hours

Students may satisfy any of the above requirements by passing non-credit attainment tests. In some cases, more advanced work may be substituted for the required courses listed. Students who transfer in the junior or senior years may substitute senior college courses in most departments for the freshman-sophomore courses listed above.

Note: Before the end of the sophomore year, students will be required to remove deficiencies as shown on the freshman entrance tests. Such deficiencies may be removed by passing a university credit course, by passing a remedial course, or by passing a test given by the testing bureau.

**Departments of the University, Naming Colleges in Which
Undergraduate Programs Are Offered**

Departments	The Department is in the College of	The Department Offers Programs in the College of		
		Liberal Arts and Sciences	Education	Vocations and Professions
Agriculture-----	V. & P.		x	x
Art-----	V. & P.	#	x	x
Botany-----	L. A. & S.	x	x	
Business Administration-----	V. & P.		x	x
Chemistry-----	L. A. & S.	x	x	
Education-----	Education		x	
Economics-----	V. & P.	#	x	x
English-----	L. A. & S.	x	x	
Foreign Languages-----	L. A. & S.	x	x	
Geography & Geology-----	L. A. & S.	x	x	
Government-----	L. A. & S.	x	x	
Health Education-----	Education		x	
History-----	L. A. & S.	x	x	
Home Economics-----	V. & P.		x	x
Industrial Education-----	V. & P.		x	x
Journalism-----	V. & P.		x	x
Mathematics-----	L. A. & S.	x	x	
Microbiology-----	L. A. & S.	x	x	
Music-----	V. & P.	#	x	x
Phys. Ed. Men-----	Education		x	
Phys. Ed. Women-----	Education		x	
Philosophy-----	L. A. & S.	x		
Physiology-----	L. A. & S.	x	x	
Physics-----	L. A. & S.	x	x	
Sociology-----	L. A. & S.	x	x	
Special Ed. & Guidance-----	Education		x	
Speech-----	V. & P.	#	x	x
Zoology-----	L. A. & S.	x	x	
# A non-professional major only				
PRE-PROFESSIONAL PROGRAMS				
Pre-Dentistry Program-----		x		x
Pre-Engineering Program-----				x
Pre-Forestry Program-----				x
Pre-Law Program-----		x		x
Pre-Medical Technology-----		x		x
Pre-Medicine Program-----		x		x
Pre-Nursing Program-----		x		x
Pre-Pharmacy-----		x		
Pre-Veterinary Program-----		x		

THE GRADUATE SCHOOL

Graduates of fully-accredited colleges and universities may pursue a course of study leading to the degree of Master of Arts, of Master of Science, or of Master of Science in Education. Those wishing to qualify to teach may obtain either a Master of Science in Education, with a major in an academic field, or a Master of Arts (or Science), with a minor in Education. The principal difference pertains to the requirement of a foreign language for the M.A. or M.S. degree. In addition to a teaching degree in Education, graduate majors are available in Clinical Psychology, Educational Administration and Supervision, Elementary Education, Guidance and Counseling, and Special Education. By taking full-time summer work and part-time graduate work on evenings and Saturdays during the school year, students can obtain the Master's degree in two years.

The degree, Master of Science in Education, is available in the following fields:

Biological Sciences	English
Education—	Foreign Language
Clinical Psychology	Industrial Education (minor)
Educational Administration and	Mathematics
Supervision	Physical Sciences
Elementary Education	Social Sciences
Guidance and Counseling	
Special Education	

The degrees, Master of Arts and Master of Science, are available in the following fields:

English	Microbiology
Foreign Language	Physical Sciences
Government	Sociology
History	Zoology
Mathematics	

Graduate Assistantships

A limited number of graduate assistantships are available for qualified students. These involve some teaching, research, or administrative duties, and are assigned chiefly on the basis of high scholarship. They carry monthly stipends, varying from \$55 to \$110 per month.

For information and application blanks, address the Graduate School, Southern Illinois University.

Admission to Graduate Work

An applicant for admission to the Graduate School is expected to present a baccalaureate degree from a fully-accredited college or university, although graduates of institutions of limited accreditation may be considered on their merits.

Admission to the graduate school is not equivalent to admission to candidacy for the Master's degree.

Advancement to Candidacy

In order to be advanced to candidacy for the Master's degree, a graduate student must demonstrate his competence to do a satisfactory quality of graduate work.

This competence may be demonstrated at the beginning of the student's graduate work by his making a satisfactory score on a graduate aptitude test, which is required of all beginning students.

Otherwise, the student must demonstrate that he is of acceptable graduate caliber by making a "B" average on the first half of his required graduate credits.

Transfer of Credit

A maximum of sixteen quarter hours of acceptable graduate credit earned in another fully-accredited institution or in extention may be transferred to apply toward the Master's degree.

Off-Campus Courses

Graduate students may take approximately half the work leading to the degree of Master of Science in Education at the Belleville Residence Center. At least 24 hours must be taken on campus.

Tuition and Fees

The fees of the Graduate School for each quarter are approximately \$23.00—\$15.00 for tuition, and \$7.50 for student activity fee, plus federal admissions taxes. In addition, the student must pay for a Graduate Aptitude Test, required of all graduate students. New students must pay a matriculation fee of \$5.00.

Credit and Grade Requirements

To qualify for the Master's degree, graduate students must have forty-eight quarter hours, including thesis, of credit with "C" or above, and a "B" average of all graduate courses taken. At least half of the credits counting toward the degree must be earned in courses for graduates only ("500" courses); the remaining may be taken in courses for graduates and advanced undergraduates ("400" courses).

Language Requirement

The amount of foreign language required for the Master's degree is left to the student's major department or field, except that in no case is it to be less than that required in the corresponding undergraduate area at Southern Illinois University.

Requirement of Thesis

In most departments, a thesis is required of all candidates for the Master's degree.

Admission Blanks

Graduate students wishing further information or admission blanks, should write to the Registrar or to the Graduate School, Southern Illinois University, Carbondale, Illinois.

DIVISION OF EXTENSION AND ADULT EDUCATION

Southern Illinois University maintains the Division of Extension and Adult Education as a part of its services to the in-service teachers and adults in general in that part of Illinois served by the University. Since its beginning twenty years ago, the Division has developed with the increasing demands for extension work throughout Southern Illinois.

A maximum of one-fourth of the total number of credits required for the bachelor's degree may be earned through extension work, and up to eight quarter hours for the master's degree.

Many courses that are given in residence are offered as extension work, and, when satisfactorily completed, are given the same credit as residence courses. All instructors of these extension courses are members of the regular University faculty, and the work offered meets all of the requirements of the American Association of Colleges for Teacher Education and the North Central Association of Colleges and Secondary Schools. These

courses are not regularly scheduled for fewer than twenty persons. The tuition charge is \$2.00 per quarter hour, or \$8.00 for a four-hour course. No student may be admitted after the second meeting of the class, and a \$2.00 late registration fee is charged after the first meeting.

In addition to the program of regular extension classes, most of which in the past have been for in-service teachers, the Division of Extension and Adult Education is becoming more and more active in serving other adult groups and institutions in Southern Illinois. The Audio-Visual Aids Service, which is described in the following section, is being greatly expanded. Classes in public speaking are available to business and professional men and women. Classes of special interest to particular groups, such as are desired by young men in the insurance or banking fields, may be scheduled wherever the demand arises. A radio series may be secured by certain groups who are interested in a particular subject, such as church organizations, women's clubs, or similar groups.

The Division of Extension and Adult Education is ready to attempt to furnish speakers or programs for civic groups. Music groups, individual students in the field of speech or music, and campus instructors who are specialists in their fields can provide unusually instructive and entertaining programs.

Specific inquiries concerning any service which the Southern Illinois University may provide should be addressed to Raymond H. Dey, Director of the Division of Extension and Adult Education.

AUDIO-VISUAL AIDS SERVICE

The use of audio-visual aids is indispensable as a tool of teaching in modern education.

For more than a decade, various forms of audio-visual aids have been used in classes at Southern. At the present time, the Audio-Visual Aids Service, a branch of the University Extension Division, is in process of expansion, stimulated by the felt need of such a program in Southern Illinois. Southern's new film library, after a year in operation, is serving the needs of well over 100 schools and adult organizations of the southern half of the state. Films are constantly being added to the library to meet ever-increasing needs.

The Audio-Visual Aids Service has two primary functions—"on campus" and "area" services. Campus users, when they need them, are provided with the various types of projection service. Films from Southern's library and many from other sources are provided for campus and extension classes and are shown to some 5,000 people a month.

In addition to supplying the merely technical needs of an audio-visual program, the University offers a course in audio-visual methods for teachers in training, and also for experienced teachers who attend the summer session at Southern.

As to off-campus services, the department is desirous of serving as an audio-visual center for Southern Illinois, in fulfilling its function as part of the University Extension Division.

The Audio-Visual Aids Service will provide aid to schools and other agencies desirous of developing an audio-visual program. This program includes both the consultation service and the rental of audio-visual materials, particularly films. Where the need is indicated and time permits, extension courses will be offered at strategic centers in the area served by the University.

Other plans include a course for graduate students, a series of one-day conferences for teachers and educators both in the area and on the campus, and, as soon as possible, an audio-visual institute designed to serve the interests and needs of both teachers and administrators.

THE THREE UNDERGRADUATE COLLEGES OF THE UNIVERSITY

COLLEGE OF EDUCATION

The College of Education is for men and women who are already members of the teaching profession, and for young people who intend to enter the field of teaching or of educational administration, or some related field. Its aim is to provide a fully-rounded program of pre-service and in-service instruction and study. Its undergraduate and graduate curricula are intended to prepare students for teaching in the rural and elementary fields, high school, and college, and for holding positions as school administrators, supervisors, and supervising teachers. Opportunity for in-service growth is provided on a graduate or an undergraduate basis and also on a credit or a non-credit basis.

The program of academic and professional study, including student-teaching, is built upon a fundamental belief in the highest standards for preparing teachers who will have adequate knowledge of their respective special fields, who will understand professional theory and how to apply it, and who will have attained a degree of skill such as to enable them to enter and serve successfully in the profession.

The course of study in the College of Education leads to the degree, Bachelor of Science in Education.

Requirements

General Requirements. All students in the College of Education must complete the general requirements listed on pages 39 and 40, including American History and Government. (In this University this means History 201 or 202 and Government 101 or 300.) No general foreign language requirement applies to the College of Education. In certain departments however, foreign language is required of majors in secondary education.

Requirements for Secondary Teaching. Students preparing to teach in the secondary school should offer for graduation a major of either 36 or 48 quarter hours in one academic department. Field majors are also acceptable in social studies and biological science. With a 36-hour major, students are expected to complete two minors of at least 24 hours each in other academic departments. Only one minor is required in the case of a 48-hour major or a field major. In the 48-hour departmental major and the 72-hour field major, "field minors" are not recognized, and the major and minor must be in separate fields of study.

"Field minors" are accepted, in the biological sciences, the social studies, and Latin-American relations. The following is an example of a field major:

Social Studies Field Major in the College of Education

The major consists of 72 quarter hours in the social studies, to be divided as follows: 12 hours in European History; 12 in American History; and 12 hours each in economics, geography, government, and sociology.

Required courses, 45 quarter hours:

- Economics 205 and 355
- Geography 100 and 324
- Government 101 and 300
- History 201 or 202 and 211 or 212
- Sociology 101 and 202

Electives, to a total of 27 hours, to be chosen from
Economics 206, 310, 317, 370
Geography 210, 314, 315, 319, 345
Government, any courses
History, any courses, provided some are in American and some in European
Sociology 310, 355

The major is to be supplemented with a minor in a subject outside the field of the social studies.

In addition to taking the major and minors, students preparing for high school teaching should take all degree requirements for secondary education.

Elementary Education Requirements. Students preparing to teach in elementary schools are not expected to major in an academic department. They major in elementary education, with 32 quarter hours in education other than student teaching. In addition to the major, students complete field minors of 24 quarter hours each in social studies, language arts, and natural science.

**Degree Requirements in College of Education for the Degree of
Bachelor of Science in Education**

Secondary Education

State Minimum Requirements (Statutes or Examining Board Regulations)	Qr. Hrs.	South Illinois University Requirements Based upon, or in Addition to, State Minimum Requirements**
Oral and Written Expression	12	Eng. 101, 102, 103, plus 300 or 391, and Speech*; plus 6 hrs. selected from Eng. 205, 206, 209, 211, 212
Natural Science	9	5 hrs. selected from Bot. 101, 202, or Zoo. 101, 105; plus 12 hrs. selected from two of these three fields: Physics, Math., Chem.
Social Science	9	10 hrs. selected from two of these three fields: Geog., Econ., Sociology History 201 or 202 Govt. 101 231, or 300
American History		Art 120 or Mus. 100; plus Eng. listed above
American Government		Health Ed. 202; plus 6 hrs. of Phys. Ed.
Humanities	9	9 hours selected from academic fields In addition to foregoing academic requirements, student must take 3 hrs. in Ag., Business, Home Ec., or Ind. Ed., unless taken in high school Guid. & Sp. Ed. 205 Ed. 310
Health and Physical Education	4.5	Ed. 315 Ed. 331 12 hrs. Student Teaching (Secondary) Guid. & Sp. Ed. 305 or 306 or 345
Additional work in above fields	9	Total hours for Degree: 192 Major of 48 hrs. and minor of 24 hrs.; or a major of 36 hrs. and two minors of 24 hrs., one of which must be different from the major field.** Reading knowledge of a foreign language is required unless the student's major is in Ag., Art, Business, Govt., H.Ec., Ind. Ed., Mus., Men's P. E., Physics, Speech, or Social Studies (field major).
Adolescent Growth or Educ. Psy.	3	
Principles or Philos. of Ed.	3	
Materials and Methods (Secondary)	3	
American Public Education	3	
Practice Teaching (Secondary)	7.5	
Electives in Professional Ed. to bring total in Ed. to	24	
Total Hours for Certification	180	
Student must have one major and one minor in separate fields, or must have three minors.		

*See page 50, pt. 8 and 9.

**Additional Regulations:

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at Southern.

The student is held responsible for all requirements pertaining to prerequisites to Student Teaching and should study the section in this Bulletin which lists such requirements.

The student, to graduate, must have a "C" average in his major field and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

A field major may require more than 48 hrs., and if a "field minor" is credited, two minors must be carried.

**Degree Requirements in College of Education for the Degree of
Bachelor of Science in Education**

Elementary Education

State Minimum Requirement (Statutes or Examining Board Regulations)	Qr. Hrs.	South Illinois University Requirements Based upon, or in Addition to, State Minimum Requirements*
General Psychology	4.5	Guid. & Sp. Ed. 205
Ed. Psy., Child Psy., Human Growth and Develop.	3	Guid. & Sp. Ed. 305 or 306
Methods and Curriculum (Elem.)	3	Ed. 314
Reading in the Elem. School	4	Ed. 337
Philos. of Education	3	Ed. 355
Student Teaching (Elem.)	7.5	Student Teaching, 12 hrs. (8 must be Elementary) Ed. 331
American Public Educ.	3	12 hrs. elective in Education
Language Arts	24	Eng. 101, 102, 103; plus 6 hrs. selected from Eng. 205, 206, 209, 211, 212; plus 9 hrs. elective in Language Arts
Natural Science	24	5 hrs. selected from Bot. 101, 131, 202, or Zoo. 101, 105; plus 4 hrs. Chem. or Physics; plus 15 hrs. elective in Natural Sciences
Mathematics	7.5	8 hrs. Math. (4 hrs. must be in methods)
Social Science (must include Am. Hist. and Am. Govt.)	24	Hist. 201 or 202; Govt. 101, 231, or 300; plus 5 hrs. in Geog.; plus 5 hrs. in Econ. or Sociol.
Fine and Applied Arts	18	Art 120 or Mus. 100; plus 15 hrs. elective in this field.
Health and Physical Ed. (must include 3 hrs. materials and methods)	7.5	Health Ed. 202; plus 6 hrs. in physical education; plus 3 hrs. materials and methods of teaching Physical Education
Total number of hours required for certification	180	Total number of hours for degree: 192, with a "field minor" of 24 hrs. in each of these fields: Social Studies, Natural Science, and Language Arts.*

*Additional Regulations:

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at SIU.

The student is held responsible for all requirements pertaining to prerequisites to Student Teaching and should study the section in this Bulletin which lists such requirements.

The student, to graduate, must have a "C" average in his major field (Elementary Education) and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

The student must have a "field minor" of at least 24 quarter hours in each of these three fields: Language Arts, Natural Science, Social Science.

Student Teaching and Observation

Supervised student teaching is conducted at Southern in the University School and in co-operating public schools, both in and near Carbondale. The College of Education requires from twelve to sixteen quarter hours of student teaching for the degree Bachelor of Science in Education. Students are expected to enroll for the entire twelve or sixteen quarter hours during one quarter. In the event other arrangements are desired, the approval of the Director of Teacher Training must be secured. One of the two following plans of student teaching must be pursued by the student and approved by the Director of Teacher Training:

Plan A. Secondary student teachers are assigned to teach eight quarter hours in their major fields and four quarter hours in their minor fields (or four quarter hours on the elementary level). Usually, other educational experiences are also assigned each student. Elementary student teachers are assigned to one grade for one quarter. Kindergarten-Primary majors are required to take 16 quarter hours of student teaching.

Plan B. Kindergarten-Primary, Elementary, and Secondary student teachers are assigned to teach 16 quarter hours. This plan requires that full time be given to the student teaching program, and permits the student to participate in a maximum number of educational experiences, preparing him to become a more efficient teacher. In addition to the preparation for teacher training given in Plan A, this course acquaints the student with the over-all organization of the school, including attendance at faculty meetings, P.T.A. meetings, home visits, assisting with extra class activities, school records and reports, and many other activities that are expected of teachers. Students accepted under this plan of student teaching are not permitted to carry additional college courses.

Two applications are necessary for student teaching. The preliminary or first application should be made during the spring quarter, approximately one year prior to graduation. For example, a student contemplating student teaching either the fall, winter, or spring term of the school year (1951-1952) should file a preliminary application at the beginning of the spring term of the school year 1950-51. Student teachers are scheduled for either fall, winter, or spring term of the following year on the basis of information given on the preliminary application. Applicants should check with the Director of Teacher Training for term assignment prior to the end of the term in which preliminary application is made. A final or detailed application blank must be filled in one quarter prior to the term the student is scheduled for student teaching. For example, a student scheduled to do student teaching during the winter term should file his final application at the beginning (first 2 weeks) of the preceding fall term.

Application for student teaching by in-service teachers for the summer sessions should be made not later than March 1. Application blanks may be secured from the Office of the Director of Teacher Training.

Student Teaching Prerequisites

1. Application should be made to the Director of Teacher Training one year prior to graduation.
2. Detailed form must be filled in a full quarter prior to teaching.
3. The student must pass satisfactorily a physical examination.
4. The student must be working toward the Bachelor of Science in Education Degree. (Exceptions are made only by the Dean of the College of Education.)
5. The student must have 128 quarter hours' credit, with a "C" average, before beginning work in student teaching.
6. The student in secondary education must have at least 16 quarter hours in the subject which he proposes to teach.
7. Students must have at least 12 quarter hours of professional education prior to student teaching. Secondary majors must have had G. & Sp. Ed. 205 and 305 or 345, as well as Ed. 315. Elementary majors must have had G. & Sp. Ed. 205 and 305 or 306, as well as Ed. 314. Kindergarten-

- Primary majors must have had G. & Sp. Ed. 205 and 305 or 306, as well as Ed. 316.
8. The student must have taken Speech 101 or Speech 307, securing a grade of "C" or better. Special exemptions may be made by the Chairman of the Speech Department.
 9. The student majoring or minoring in English must have completed English 300 securing a grade of "C" or better. The student majoring or minoring in other fields must have taken English 391 securing a grade of "C" or better. Special exemption may be made by the Chairman of the English Department.

Note: No University credit is allowed for past experience in teaching.

University School

The University School carries out the following important functions:

1. Offers facilities for student teaching.
2. Provides a superior educational opportunity for the boys and girls enrolled.
3. Illustrates to prospective teachers, through demonstration teaching, a skillful application of educational principles.
4. Exemplifies to the public schools of Southern Illinois that which is best in school organization, curriculum, equipment, and methods of instruction.

University School has a staff of experienced teachers with fine professional preparation. Certain areas of the curriculum are being gradually adjusted and revised in terms of the preparation for effective participation in our democratic society. In addition to a fairly large number of subject matter offerings, the University School has a well-rounded program of extra-class activities, which include band, chorus, dramatics, athletics (inter-scholastic and intramural), safety patrol, Future Farmers of America, Future Homemakers of America, Girls Athletic Association, student council, bi-weekly newspaper, yearbook, variety of clubs, field trips and excursions.

The fees are as follows: kindergarten, \$15 per semester or \$30 per year; grades 1-6, \$6 per semester or \$12 per year; grades 7-12, \$9 per semester or \$18 per year. This fee entitles a student to textbooks, use of the college library, subscription to a current affairs weekly newspaper (grades 7-12), yearbook (grades 7-12), admission to University School athletic contests, and university entertainment numbers.

The requirements for graduation from the secondary level are 16 units*, including three of social studies, three of English, one of science, one of mathematics, and one of physical education.

Student Teaching in Public Schools

In addition to the foregoing provisions for Student Teaching, arrangements are made with a number of public schools in and near Carbondale whereby student teachers may be assigned to do Student Teaching under the supervision of cooperating teachers approved by the University.

All assignments to Student Teaching are made by the Director of Teacher Training.

Teacher, Supervisor, or Administrator Internship Program on the Graduate Level

The Southern Illinois University Graduate Level Teacher, Supervisor, or Administrator Internship Program is designed to meet the needs of those graduate students desiring to obtain practical experience in a public school while working on the Master's degree in education. Graduate students may enroll either in a teaching, supervising, or administrative program, majoring

*Unit represents the credit earned from a subject which meets five times per week for 36 weeks.

either on the secondary or the elementary level. The necessary application for admission to this program may be secured from the Director of Teacher Training and should be filed with him at the earliest possible date. Interns will be accepted in order of applications received and approved. Professional courses selected by the intern to meet the 32 quarter hours of class work must be approved, prior to enrollment.

	Quarter Hours
1. Summer classes at Southern Illinois University*	12
2. Regular nine-months school year: During this period of time, the intern will be under the direct supervision of the Office of the Director of Teacher Training	8
a. Field study	8
b. Two Saturday or evening courses	8
c. One-half school time of assigned administrative, teaching, or supervisory duties assigned by the public school and the college consultant, according to the graduate plan elected by the intern. The cooperating public school will pay the intern a salary of approximately one-half the regular teacher salary schedule.	—
d. One-half school time devoted to a "practicum"†	8
3. Summer Classes at S. I. U.*.....	24
	12
	48

Graduate Internship Prerequisites

1. Graduate students interested in the internship program should file an application with the Director of Teacher Training at the beginning of the spring quarter, one term prior to the anticipated summer session which precedes the actual internship.
2. Upon filing the application, the prospective intern must meet the approval of the Chairman of the Graduate Council, the Director of Teacher Training, and the administrator of one of Southern's approved public schools.
3. Following approval, the applicant must meet with the Chairman of the Graduate Council and the Director of Teacher Training for the purpose of designing a graduate curriculum that will specifically meet the needs of the applicant.
4. The graduate student must be a graduate of a recognized under-graduate college, have 32 hours in education—including student teaching—and be a certified teacher in the State of Illinois.
5. The graduate student must have taken English 391, securing a grade of "C" or better unless specially exempted.
6. The graduate student must have taken Speech 101 (secondary teachers) or Speech 307 (elementary teachers), securing a grade of "C" or better unless specially exempted.
7. The graduate student must be of excellent moral character, emotionally stable, a practitioner of democratic principles, and a scholar.

Consultative Service on School District Reorganization

As a part of the field service of the College of Education, selected members of its faculty are carrying on studies of possible school-district reorganization, and in the details of their work are assisting the various county survey

*Only upon the approval of the Chairman of the Graduate Council and the Director of Teacher Training can the sequential order of the internship program be altered.

†A course of instruction aimed at closely relating the study of theory and practical experience, both being carried on simultaneously.

committees under the current state legislative projects and county superintendents.

Inquiries regarding the availability of these consultative services should be addressed to the Dean of the College of Education.

Certification

All certificates to teach in Illinois are issued by the Secretary of the State Examining Board for Teachers Certificates, Office of the Superintendent of Public Instruction, Springfield, Illinois. The following certificates are available:

Limited Elementary School	Limited High School
Limited Kindergarten-Primary	Limited Supervisory
Limited Special	Limited Junior-College
Limited Vocational	

Further information may be secured from the Dean of the College of Education, or the Director of Teacher Training, Southern Illinois University; the County Superintendent of Schools; or the Secretary of the State Examining Board.

After the student has completed two years of university credit, including specified subject requirements, he may make arrangements with the County Superintendent of Schools to take the examination for the Limited Elementary School Certificate.

Child Guidance Clinic

The Child Guidance Clinic was established in 1936. With special aid and guidance given by the Illinois Institute for Juvenile Research, it has expanded its services to many communities and schools in Southern Illinois. The Clinic works in cooperation with the State Department of Public Welfare, including the Division for Delinquency Prevention, the State Division for Handicapped Children, and the Division of Child Welfare, with the Illinois Children's Home and Aid Society, as well as with administrators and teachers of the public schools, with judges, and with parents. The staff includes psychologists, clinicians, social workers, physicians and nurses, and specialists in diagnostic and remedial reading and mathematics.

The objectives of the Child Guidance Clinic are to aid teacher education; to aid the training school units in the study of individual children; to expand the studies of clinical psychology; to train some of the most capable students for positions as child technicians in public schools; to train students for positions as clinical technicians in state institutions; to examine and diagnose individual clinical cases, and to aid teachers and parents in understanding the therapy that may be used.

Information may be obtained from Dr. W. A. Thalman, Director.

EDUCATION

Professors Lawson, Merwin, Ragsdale, Thalman, Warren (Chairman); Associate Professors Dykhouse, Randolph, Fishback; Assistant Professors Malone, Jordan.

Ed. 205, 305, 306, and 345 have been discontinued in this department and are now offered in the department of Guidance and Special Education. Wherever they are mentioned below as prerequisites, it should be understood that the prerequisites allowed may be either the old Education courses, or the new courses offered by the Department of Guidance and Special Education.

- 230. Rural Education.** The functions of the school in rural society; the growth and development of the child in his environment; curriculum evaluation and organization; materials of instruction; organization and management of the school; use of community resources. Prerequisite, Education 205. 4 hours.
- 235. Primary Education.** The child mind, phenomena of growth, and the instinctive interests of childhood. Detailed consideration given to materials and methods. Prerequisite, Education 205. 4 hours.
- 237. Rural Education Seminar.** A course designed to accompany rural student-teaching. Discussions and readings, in the main, growing out of problems encountered in actual student-teaching; work on special problems of mutual interest. Prerequisites, Education 205 and 230. 4 hours.
- 307. The Junior High School.** A course concerned primarily with the place of the junior high school in the organizational pattern, with major emphasis upon the areas of organization, administration, and curriculum. Prerequisite, Education 345 (or 305). 4 hours.
- 310. Principles of Secondary Education.** A study of such topics as adolescence, the history and aims of secondary education, high school courses of study, high school equipment, and the problems of organization, management, and discipline peculiar to the high school. Prerequisite, Education 345 (or 305). 4 hours. Offered every term.
- 311. The Work of the Elementary Teacher.** Discussions centered around the professional and community relations of the teacher, an analysis of teaching materials, and present day trends in curriculum procedures. Prerequisite, Education 205. 4 hours.
- 313. Literature in the Kindergarten-Primary Grades.** A course for students majoring in Kindergarten-Primary Education, emphasizing principles of selection and presentation, rather than content of literature for young children. Actual practice in selecting and presenting the literature to children in the training school an essential part of the course work. Not to be taken by students who have had English 213 or Speech 307. Prerequisite, Education 306 (or 305). 3 hours.
- 314 (215) (210). Elementary School Methods.** A brief study of the fundamental principles of education, and their application in the interpretation of current and proposed educational theory and practice. A detailed study of the processes of teaching and learning involved in elementary education. Education 314 cannot be substituted for Education 315, nor can Education 315 be substituted for 314. Prerequisite, Education 306 (or 305). 4 hours.
- 315. High School Methods.** A detailed study of the processes of learning and teaching involved in high school education. See Education 314 description. Prerequisite, Education 345 or 305. 4 hours. Offered every term.

316. **Kindergarten-Primary Methods and Curriculum.** A course designed to aid the teacher in placing subject matter according to age levels and environment, and in integrating this material with the child's experiences; to plan a unit of experience and to help a school group to develop it. Prerequisite, Education 306 (or 305). 4 hours. (3 hours theory plus 2 hours laboratory).
317. **Audio-Visual Methods in Education.** Selection and utilization of audio-visual methods in the teaching situation, elementary through adult levels. The use of the motion picture, slides, film strips, and recordings particularly stressed. Prerequisite, 306, or 345, or 305. 4 hours.
323. **School Law.** The constitutional and statutory provisions for education and the basic principles governing court decisions concerning the rights and status of teachers, boards, and school officers, with chief emphasis placed upon Illinois school law. The teacher's contractual status and obligations, problems in school finance, and the legal requirements for certification, bonding, and organization studied with specific relation to conditions and needs in Illinois. Prerequisite, Education 306, or 345, or 305. 4 hours.
330. **History of Education.** The chief aim to afford the teacher the sanity of judgment that comes only by seeing present-day education in perspective against its historical background; and to trace the evolution of educational ideals and practice in response to social needs and to the contributions of philosophic and scientific thought. Prerequisite, Education 306, or 345, or 305. 4 hours.
331. **American Public Education.** A general overview of the entire field of American public education. Consideration given to present-day issues, problems, trends and experimentation in all areas of education. Special attention given to general organization and administration, personnel, curriculum, and newer instructional materials. Prerequisite, Education 306, or 345, or 305. 4 hours. Offered every term.
333. **Field Work in Elementary Education.** Special problems in the teaching, supervision, or administration of elementary or rural schools. Admission by consent of instructor. 4 hours.
335. **Problems in Rural Education.** Persistent problems of rural teachers in Southern Illinois. Plans of action considered under the following headings: organization and management; curriculum adjustment to meet local conditions; selections and use of materials and equipment; intra-school, home, and community relationships; evaluation of pupil progress; the teacher's own growth and work. Prerequisites, one course in Psychology and one other course in Education. 4 hours.
337. **Reading in the Elementary School.** The principles of reading instruction and the factors that condition reading, together with grade placement of aims and materials; approved techniques of approach, diagnostic and remedial treatment. Problem cases in reading studied. Methods developed by recent research and practice brought to class. Prerequisites, Education 305 or 306 or 345; 314 or 315. 4 hours.
338. **Problems of Remedial Reading in the High School.** A course dealing with characteristic weaknesses in reading ability of high school students and suggesting remedial methods. Prerequisite, senior classification. 2 hours.
339. **The School and the Community.** A consideration of the place of the school in the community, the implications of out-of-school agencies, and the educational needs growing out of the environment. Surveys of educational resources in the community and effective use of these

- resources in developing a school curriculum. Open to juniors and to others by permission of instructor. 4 hours.
351. **The School Library and the School Program.** The integrated use of library materials in the school program; reading interests and habits of children and adolescents; principles of book-selection; reading guidance. Prerequisite, Education 205. 4 hours.
- 352, 353. **School Library, Organization and Management.** Two courses giving techniques in organizing the small school library, and in making it function. Equipment, records, library activities; acquisition, classification, and simplified cataloging of books. Prerequisite, 351. These courses to be taken in sequence: 352, Winter; 353, Spring. 4 hours each.
355. **Philosophy of Education.** A consideration of the philosophical principles of education and of the educational theories and agencies involved in the work of the schools. Prerequisite, 305, or 345. 4 hours. (See also Philosophy 355).
- 361, 362. **Rural and Elementary Curriculum.** Field laboratory courses, designed especially for in-service rural teachers, classes meeting as ordinary extension classes. Instructor visiting the schools represented and making their curriculum problems the bases of discussions in the classes. Teachers expected to improve and enrich the curriculum of their schools as a result of these discussions. College subject matter specialists to assist the classes in curriculum revision. Extensive readings. Education 361 a prerequisite to 362. 4 hours.
- 364 (450). **Foundations of Elementary Education.** An analysis of societal conditions and trends and the responsibility of the educational system; a survey of child characteristics and needs, and their influence on the program of the school; the desirable content of the school curriculum in the light of the above items. Prerequisite, Education 305. 4 hours.
367. **Structure and Operation of the American Public School System.** A functional overview of American education today; future possibilities as indicated by present trends and recognized needs. The scope of American education, the function of the school in the modern democratic state, conditions requisite to the development of adequate education in the typical midwestern community, and typical practices and characteristics of the modern school. Prerequisite, Education 305 or 345. 4 hours.
371. **Foundations of Education.** An overview of the various areas of education. Problems in educational philosophy, educational sociology, psychology, administration and curriculum development discussed, with emphasis on recent trends. Diversified readings in each area. Prerequisites, two courses in Education, and junior standing. 4 hours.
380. **Kindergarten Education.** The mechanisms and functional changes in the development of the pre-school child. The two hours in the kindergarten used in the study of a few children and in the checking of these observations with the literature in the field. Designed to accompany student teaching. Prerequisite, consent of instructor. 4 hours.
381. **Educational Sociology.** The methods, principles, and data of sociology as applied to the study and practice of education, centering about the socializing process, and those social institutions that are closely related to education in a democracy. Prerequisite, consent of instructor. 4 hours.
390. **Workshop in Rural Education.** Group and individual problems related to meeting child and community needs; includes class discussion of general problems, individual and group conferences; observation in a

- rural demonstration school; excursions, and participation in other activities with the guidance of specialists in these fields. Special consideration given to ways of utilizing environmental resources in providing for child growth and development. Arrangements for enrollment to be made by May 1 with the Director of Rural Education. 6 or 8 hours, Summer.
401. **Problems in Public School Reading.** Requirements: attendance at all sessions of a reading conference; preparation of a paper showing practical applications of theory to the student's own teaching situation. 2 hours, Summer.
402. **Planning the Small School Plant.** A consideration of latest authoritative recommendations concerning school plant design, with stress on planning the small school building to meet educational and social needs in rural communities. A review of sources of standards and evaluative criteria now available, together with trends in school plant design in progressive communities. Each member of the class to incorporate the results of his research into floor plans and specifications for a small school building. Prerequisite, consent of instructor. 2 hours.
424. **School Administration.** A course designed primarily for those who look forward to positions as supervisors, principals, or superintendents. Prerequisite, 305, or 345. 4 hours.
432. **Public Opinion, Propaganda, and Education.** A course analyzing, classifying, and giving means of combating propaganda. Designed to show how public opinion is formed, by use of current materials from the different channels of communication. The differences between propaganda and indoctrination. Prerequisite, consent of instructor. 4 hours.
456. **School Supervision.** The function of the principal or supervisor in the improvement of instruction. Some activities, methods, and devices for improving the effectiveness of teaching. The course designed for present and prospective principals or supervisors who wish to familiarize themselves with accepted principles of supervision in elementary and secondary schools. Prerequisites, three courses in Education, and teaching experience. 4 hours.
460. (360). **Curriculum.** Modern practices and procedures in curriculum development; principles of evaluation; practice in evaluation and construction of curriculum areas, with attention to the professional, social, economic, and other major factors in curriculum planning. Prerequisite, consent of instructor. 4 hours.
470. **Extraclass Activities.** A course designed to give the student an overall picture of the extraclass activities as they are found in present-day elementary and secondary schools. Student expected to specialize in one extraclass activity in terms of his own interest and needs. Prerequisite, consent of instructor. 4 hours.
- 500-510. **Graduate Seminar in Education.** For majors and minors in Graduate Education. How to choose research topics and how to conduct research activities. The selection of a subject for research and presentation of it, when completed, before the seminar group. 4 hours.
523. **The Theory and Legal Basis of American Education.** Present-day objectives and principles of education in the light of the social theory upon which they rest. Guided reading and library research, with individual and group conferences. Special emphasis on Illinois School Law. 4 hours.
527. **Administrative Problems of Small Schools.** A field laboratory course for principals and superintendents, both elementary and secondary,

focused upon specific problems presented by the students. Two days a week devoted to visiting schools in the area, and the remaining days spent in research and in the seminar. Problems of plant construction and maintenance, budgeting, evaluation, curriculum, of classroom organization, office practice, and administration. Specialists used as consultants where possible. Limited to administrators. 6 hours.

533. **School Buildings.** A course dealing with the various phases of physical plant design and maintenance which are of concern to the school administrator. Major topics treated: (1) site selection and development; (2) general criteria of a good school plant; (3) functional space requirements for elementary, junior high, and high schools; (4) characteristics of desirable service systems and equipment; (5) economical and effective maintenance; (6) techniques for evaluating school plant facilities, including the survey; (7) comparative cost. Students who have had 402 or 525 should not enroll in this course. 4 hours.
534. **School Finance.** A course dealing with the fiscal administration of public education at the national, state, and local levels. Among topics treated are (1) principles of school finance; (2) income sources, budgeting, accounting, and auditing procedures; (3) the management of school indebtedness; (4) purchasing; (5) insurance and depreciation; (6) salaries; (7) transportation cost. Course duplicates Education 525. Prerequisite, Education 424. 4 hours.
535. **Research in Problems of Administration.** An intensive four-week course for school principals, on theory and principles of administration for small schools, special administrative problems, school plant evaluation, curriculum revision, class scheduling, budgeting and school accounting, community relationships, supervision; pupil accounting, and evaluation of instructional services. 4 hours.
539. **Community Development through the School.** A course requiring comprehensive survey of the resources of a particular community; the cataloging of material for use by the teachers of the community to help determine needed curriculum changes. 4 hours.
554. **Contrasting Philosophies of Education.** A course dealing, both historically and contemporaneously, with the ideologies which have developed from differing concepts of education; and emphasizing the alternatives facing American educators in the immediate future. 4 hours.
555. **Philosophical Foundations of Education.** A course examining, in the primary sources, the basic concepts which have influenced and are influencing modern education. Research in tracing down and reporting the development of these concepts; tests on general reading. 4 hours.
556. **Seminar in Educational Supervision.** The major objectives of the course: to guide the student in research on present practice and experiment in supervision; to acquaint the student with the theory and principles of supervision; to familiarize him with the courses of authoritative opinion and theory in the field; and to relate the theory and principles of supervision to those of teaching and administration. 4 hours.
561. **Curriculum Adjustment.** A thorough study of curriculum trends in the United States and also a thorough study of the curriculum of one individual school, with recommendations for a program of changes to be made. 4 hours.

GUIDANCE AND SPECIAL EDUCATION

Professors Hiskey (Chairman), Phelps, Thalman; Associate Professor Stewart; Instructor Bischof.

The Department of Guidance and Special Education offers an undergraduate major and minor in Educational Psychology. The major requires 48 quarter hours, and the minor, 24. Suggested courses: 205, 305, 306, 345, 410, 413, 417, 420, 421 (or 322), 425, 426, 437, 442, 465.

In addition, students may receive sufficient work in the areas of special education to qualify for the limited state certificate for teachers of exceptional children. Such a certificate may be obtained in addition to the Limited State Certificate at the elementary level by completing additional hours in the appropriate area of specialization. In Illinois, to meet the minimum requirement for a Special Teaching Certificate or a Limited Special Certificate, one should add approximately 24 hours of special work to the work he would be taking to complete a Bachelor's degree.

Majors in the areas of guidance and counseling or clinical psychology are limited to those working on masters degrees. Students may also obtain a major in special education at the graduate level. Students who plan to take such majors at the graduate level should make every effort to take 345, 421 or 322, and 445 at the undergraduate level.

- 205. **Introduction to Educational Psychology.** A fundamental course, giving a description of human behavior and a basis for its study; including a brief statement regarding the development of psychology; describing motivation and mental states, such as emotions, conflicts, and frustrations; acquainting the student with the ways in which one comes to know the world around him through perceptual experiences; giving an understanding of attention and how it may be developed; describing the learning process and its relationship to thinking and reasoning; giving a description of native intelligence, and discussing the relationship of the individual to his social world; dealing in the final discussions with the physiological processes involved in brain activity. 4 hours. Offered every term.
- 305. **Advanced Educational Psychology.** A course primarily for teachers, designed to help them to develop an appreciation and understanding of behavior; intelligence and its measurement; the use of test results; principles of learning and their application to teaching; and individual differences. 4 hours. Offered every term.
- 306. **Child Psychology and Development.** The fundamental facts and principles of psychology necessary to the understanding of the physical, mental, emotional, social, language, moral, religious, esthetic, and play growth and development of children, and the influence of home and school environment on this growth. Observations of pre-adolescent children. 4 hours.
- 322. (422). **Tests and Measurements in the Elementary School.** The methods and uses and objective measurements for the diagnosis, appraisal, and guidance of learning, and the improvement of teaching. Special emphasis given to mental, achievement, and aptitude tests, their evaluation, methods of administering, and analysis of results. Attention also given to the construction of class-room tests by the teacher. 4 hours.
- 345. **Psychology of Adolescence.** Development of the individual through adolescence, and correlation of adolescence with childhood. Adolescence in its physical, mental, emotional, social, moral, and religious aspects; its motivations, drives, and interests. Personality development, including behavior patterns; mental variations, such as amentia, disintegrations, psychopathy, dementia praecox, and some psychoses; hygiene of adolescence; juvenile delinquency; guidance. Prerequisite, Education 205. 4 hours. Offered every term.

410. **Education of the Mentally Retarded.** A study of the objectives, curriculum, methods and materials of instruction for slow learners. Emphasis upon methods and organization of work in classes for the mentally retarded, and the principles of learning as they can be applied to this group. An interpretation of the above into the educational practices of regular and special classes. 4 hours.
411. **Education of the Partially Sighted and Blind.** A study of the objectives, curriculum, methods and techniques of instruction of classes for the partially sighted. Special emphasis to program organization, sight conservation in the regular classroom, special equipment, handling of serious defects in special classes, and observations of sight-saving classes in the area. 4 hours.
413. **Organization, Administration, and Supervision of Special Classes.** Emphasis upon the functions, underlying principles, and cautions to be observed in the organization and administration of special classes. The selection and training of teachers, problems of supervision, and the relationship of special classes to each other and to regular classes considered, along with special equipment, transportation, cooperating agencies, and the legal aspects of the program. 4 hours.
415. **Education of the Deaf and Hard of Hearing.** An introduction to methods of teaching reading and developing language sense in the deaf and hard of hearing, with special emphasis upon the tactile, visual, and kinesthetic experiences. Also, an introduction to lip reading, and bone conduction of sound; hearing aids, and other special equipment presented in terms of their educational application. Observations of classes for the hard of hearing. 4 hours.
417. **The Atypical Child and Social Agencies.** A survey of the social agencies contributing to the welfare and care of exceptional children. Emphasis given not only to services rendered but to methods of contact, costs, etc. Visitations made to some agencies and institutions, and specialists invited to appear before the class. 4 hours.
419. **Principles and Methods of Teaching Lip Reading.** A study of the objectives and techniques for visual speech reading of the hard of hearing. Emphasis given to foundation exercises, followed by actual practice under direct supervision. Speech reading problems studied. 4 hours.
420. **Educational Statistics.** Open to graduate students and seniors. A course offering critical analysis of the structure and content of objective tests; experiences in the computing of various measures of central tendency and variability; study of norms and standards; interpretation of statistical graphs and tables used in education; study of correlations of reliability and validity, and of applications of statistics in education and educational psychology. Prerequisite, G. and Sp. Ed. 205, 306, and (or) 345. 4 hours.
421. **Tests and Measurements.** An acquaintance of the student not only with the various tests of intelligence, achievement, and personality, but also with the administering, scoring, and interpreting of such tests. Attention to the planning of testing programs for the public schools and also to the preparation of an objective test by the student in the field in which he plans to teach. Course includes an introductory approach into the measures of central tendency, variability, study of correlation. Each member of class to collect his own library of tests. 4 hours.
423. **Measurement of Interests and Aptitudes.** Various measures of interests and aptitudes, such as clerical, manual dexterity, mechanical, artistic, etc., studied and applied to both individual and group situations. Basic concepts of validity, reliability, appropriateness of norms,

and the possibilities and limitations of interpretation considered with each instrument. Test selection, administration, and reporting of test results given to student for a practical point of view regarding aptitude and interest measurement. Prerequisite, G. and Sp. Ed. 420 or 421. 4 hours.

425. **Diagnosis and Treatment of School Behavior Problems.** Etiological factors, differential diagnosis, and methods of treatment of behavior problem children. The maladjusted child in relation to problems of individual differences, and the education of exceptional children. Methods of diagnosis employed in various clinics and schools; intra-community and extra-community facilities available in treatment programs. Emphasis upon the attacking of behavior problems through liaison of school, home, and community. In-service field work in the students' schools and communities. Prerequisite, consent of instructor. 4 hours.
426. **Symposium on Procedures in Individual Guidance.** Weekly seminars, to acquaint students with the techniques used in individual guidance, such as the administration, scoring, and interpretation of intelligence tests, achievement tests, diagnostic tests, and tests of personality; the procedures used in the study of problems of behavior and maladjustment; the carrying on of home visitations by the student himself; the actual application of special techniques in corrective reading and in mathematics; and the objective experiences in the practical study of health problems—both physical and mental. Each student in the seminar to select one child to serve as his "subject" in the learning of these techniques. A course designed to promote learning experiences for pre-service and in-service teachers. Prerequisite, G. and Sp. Ed. 205, 306, and (or) 345; and 421. At least one course in diagnostic and (or) remedial reading. Sociology 101. Health Education 202. 4 hours.
- 437 (537). **Problems in Reading.** Newer practices and trends in the teaching of reading; recent materials of instruction in reading, particularly the remedial materials; modern techniques and materials for prevention of reading difficulties; diagnosis and remediation of reading difficulties. Graduate students to do extra work. Prerequisite, consent of instructor. 4 hours.
442. **Guidance Services in the Public Schools.** A basic introductory course designed to give the student an overall picture of the student personnel services program, and an understanding of the student personnel point of view. Focusing attention on the individual student and his problems and including a rapid survey of the history, principles, problems, procedures, organization, and supervision of educational, personal, and vocational guidance in the public schools. Recommended as the first course in the field for counselors, advisers, deans, visiting teachers, home-room and class-room teachers, school administrators, and others interested in public school guidance. 4 hours.
445. **Mental Hygiene.** Mental habits, attitudes, and ideals which prevent or promote healthy minds, and the place of mental hygiene in the instructional and guidance programs of the school. Mental hygiene as a contributing factor to the community recreational program. Practical procedures for administrators and teachers in dealing with the emotions and personality problems of school children. Prerequisite, G. and Sp. Ed. 305, 306, or 345. 4 hours.
465. **Seminar in the Psychology of Elementary School Subjects.** Psychological principles of learning applied to the mastery of materials used in the elementary school subjects. Studies by students in their areas of interest in the elementary school field; and studies in the literature pertaining to learning and to teaching—in that area. Regular individual conferences and library reports. 4 hours.

- 500-510. **Research.** For majors and minors in the area of Guidance and Special Education. Bases for choosing research topics and for conducting research activities. Each student to select a topic for research and to present it, upon completion, to the staff. 4 hours.
511. **Advanced Psychology of Learning.** Emphasis given to research in learning, motivation, individual differences, and adjustment as it applies to the problems of learning. A survey of major theories of learning as developed by contemporary psychologists, and an examination of evaluation practices in the light of professional philosophies and established principles of effective learning. 4 hours.
514. **Psychology of Exceptional Children.** A study of the research dealing with physical, mental, emotional, and social traits of all types of exceptional children. Particular stress upon the effects of such handicaps in learning situations. Attention to the problems and methods of teaching the handicapped; to methods of diagnosis and differentiation, as well as to techniques employed for rehabilitation. Individual case studies. Observations and field trips. 4 hours.
515. **Seminar in Advanced Educational Psychology.** A review of the various schools of psychology. Special emphasis on the learning process as it relates to the cultural heritage, perception, and mental development, emotional maturation, personality development, motivations, and special problems of learning encountered by the classroom teacher. Individual special study, to emphasize understandings in adolescent or child development areas. 4 hours.
517. **Introduction to Clinical Methods in Education and Psychology.** A course including a historical treatise of the origin and development of methods used in clinical psychology; the relationship of clinical methods to diagnosis, prognosis, and treatment. Special consideration to the functions of the clinication, and to the role of the school psychologist, and the psychologist in guidance centers, state institutions, and educational clinics. Consideration of the most frequently used clinical methods and therapeutic procedures, and of the more practical of the projective techniques. Prerequisite, same as for 426. 4 hours.
520. **Advanced Educational Statistics.** Statistics as a tool for the general educator and research worker. Characteristics and applications of the normal distribution curve; reliability of statistics; significance of differences; testing hypotheses; prediction and errors of prediction; analysis of variance; and correlation methods. Open to graduate students with a prerequisite of G. and Sp. Ed. 420. 4 hours.
526. **Techniques and Therapy in Individual Guidance.** A course to encourage the graduate student to use his initiative and to bring together many ideas, concepts, and learnings which have been acquired in previous courses. Psychometric procedures used for analysis; interviews held with subjects, parents, and teachers. Study of the reports given by physicians as they pertain to the subject under observation, and of the recommendations of therapy. Each student to work with one individual throughout the term, under staff direction. Prerequisite, same as for 426. 4 hours.
528. **Therapeutic Treatment of the Individual Student.** A continuation of 426 or 526. Each member of the class to work with a subject for a period of 12 weeks—learning the therapy which applies to the particular case and actually carrying out the treatment. Regular seminars and individual direction and guidance offered by the members of the staff. Problems in the areas of educational difficulties, personality disorders, truancy, lying, stealing, withdrawing or aggressive behavior, sensory defects, physical disorder, etc. Prerequisite, G. and Sp. Ed. 426 or 526. 4 hours.

529. **Group Methods in Educational Therapy.** Individual research upon the interactions between the group and the individual as related to treatment. Prerequisite, G. and Sp. Ed. 426 or 526. 4 hours.
536. **Techniques in Individual Educational Measurement.** A course for theory and practice in administering individual intelligence tests, such as the Stanford Binet and Cornell-Coxe Performance Ability Scale. For students contemplating qualifying as clinicians, remedial teachers, or specialists. Each student to administer the tests to pupils of varying ages, and to interpret the results. Prerequisite, G. and Sp. Ed. 205; 306 or 345; 421. Open only to majors in the department. 4 hours.
537. **Special Tests for the Atypical.** A course for those who wish to specialize in the field. A continuation of the practical and technical approach to diagnosis and evaluation. Performance type scales stressed, with special emphasis on the Wheshsler-Bellevue Scales (both adult and children's forms); tests for the deaf, the blind, the speech-defective, the paralytic, etc. Participation in actual programs involving referral cases. Prerequisite, G. and Sp. Ed. 536. 4 hours.
541. **Occupational Information and Guidance.** A course designed to acquaint the student with source materials in occupational information; the organization and use of these materials in the vocational counseling process; job analyses; occupational families; means of studying an occupation; the use of the Dictionary of Occupational Titles; occupational trends; occupations for special groups; study of community resources. 4 hours.
542. **Techniques of Counseling.** A general introduction to the principles and philosophy of counseling, with intensive study of the techniques of observation, rating scales, autobiography and personal documents, daily schedules, interview projective techniques, test materials, cumulative and anecdotal records, sociometric devices, and case methods. Attention to the qualities of a good counselor and his training. A basic requirement for the Guidance major and useful to both the classroom teacher and the school administrator. 4 hours.
543. **Guidance through Groups.** A review of methods and materials for teaching courses in orientation, in occupational opportunities, and in the organization and utilization of home rooms, clubs, and organizational activities for guidance purposes. An introduction to group dynamics, and to the relationships between individual and group counseling. 4 hours.
545. **Problems in Guidance.** A seminar-laboratory course in the organization, administration, and supervision of guidance programs. Emphasis upon types of organization, training and direction of faculty personnel in conducting guidance work, individual and group tools and techniques, supplies, equipment, etc. A course to bring together the areas covered in training courses and to organize them into a unified whole. Open to majors of advanced standing only. 4 hours.
546. **Practicum in the Educational Application of Clinical Psychology.** Advanced students to receive clinical experience at the State Hospital at Anna and to participate in staffings, clinics, seminars, and conferences. Special attention to personality aberrations, to enable students to detect the onset of these atypical characteristics in children and adolescents in school situations. Psychometric techniques, and some actual practice in psychotherapy. 8 hours.
575. **Practicum in Clinical Work for School Psychologists.** A laboratory-research course for majors of advanced standing. Very limited number of students approved for practical experience and research in the child guidance clinic; these to assist with clinical cases and become familiar with the entire program of the clinic. Research project in connection

with the practical experience, the student to spend a minimum of 8 hours per week "on the job". 4 hours.

576. **Practicum in School Personnel Work.** A laboratory-research course for limited number of majors of advanced standing. Practical experience and research in the student personnel offices on the campus, the students to assist with testing programs, keeping of records, counseling of students, etc. and thus to become familiar with the entire student personnel program. A research project in connection with the practical experience, the student to spend a minimum of 8 hours per week "on the job". 4 hours.

HEALTH EDUCATION

Assistant Professor Denny; Instructors Boatman, Bridges, McBride, Phillips (Acting Chairman).

A major in the Department of Health Education will not be offered at the present time. Students who started a major or minor in the Physiology and Health Education Department prior to its separation into two departments will be given an opportunity to complete their work.

The Department of Health Education offers courses of study in various areas that are of interest to the future teacher, social worker, nurse, or public health worker. Students who are planning to teach on the secondary level in related fields of physical education, social studies, or biology will find courses which are applicable on a 24-hour minor, and which will enrich their field of major interest. Students who are planning to enter nursing schools, graduate schools of public health, or graduate schools of health education will be given individual counselling and guidance in the selection of their courses of study.

A minimum of 24 hours is required for a minor in Health Education. Twelve of the 24 hours must be in courses numbered 300 or above. Because of differences of individual needs, there will be some differences in the requirements for the minor, so individual guidance will be given.

Health Education 202 is required of all students of the University for graduation. Physiology 209 and Physiology 300 are required and applicable on the health education minor if they are not applied on the student's major.

Suggested courses for minors in Health Education are Health Education 200, 202, 210, 225, 232, 233, and 350.

The following courses are urged as background information for the prospective Health Education minor and are suggested as electives: Education 350, 421, and 426, Physiology 301, Health Education 313, and Sociology 375.

200. **Control of Communicable Diseases in the Public Schools.** A study of the principles of prevention of the communicable diseases most prevalent in public schools, and the application of these principles to the individual and to the community. 2 hours. Fall, Winter, Spring.
202. **Health Education.** A survey course. The meaning of health; the building of health attitudes and practices; personal and community health problems; introduction to problems of healthful living in the public schools. Prerequisite, or its equivalent, for all 300 courses For third-term freshmen and advanced students only. 4 hours. Offered each term.
203. **Physical Handicaps to Learning.** Designed for teachers to aid in detecting deviations from the health norms in children and young adults. Meaning of the health examination; methods used in correction of remediable defects; agencies whose help can be secured in the care of the physically handicapped. Denny, Phillips. 3 hours. Fall, or upon request.

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- 206. **Hygiene of the Home.** Child hygiene in the pre-school age; home nursing care of the young child; first aid in the home; home sanitation; food preservation. 2 hours. Spring and Summer.
 - 210. **Home Nursing.** Theory; practice and demonstration in equipment and care of the sick room; routine care of patients; maternal and child care; recognition of more common symptoms of disease; administration of simple treatments. Denny. 4 hours. Fall, Winter, Spring.
 - 225. **Community Health Problems.** Methods of water purification; sewage disposal; diseases transmitted by contaminated food, water, and milk; the problem of food handling. 3 hours. Winter.
 - 230. **Safety in Physical Education.** The prevention and treatment of athletic injuries; the most commonly occurring athletic injuries and infections; methods considered for prevention, recognition, and treatment. Bridges and Phillips. 2 hours. Fall and Winter.
 - 232. **Beginning First Aid.** Red Cross First Aid Course as a basis. 2 hours. Spring and Winter.
 - 233. **Advanced First Aid.** Red Cross First Aid Course as a basis. Prerequisite, Health Education 232 or its equivalent. 1 hour.
 - 250. **History of Nursing.** Nursing ethics; relations of the activities of doctor, patient, nurse, and hospital, and responsibilities of each. Denny. 2 hours. Offered upon request.
 - 252. **Introduction to Nursing Care. Elementary Therapeutics.** Designed for students interested in a nursing career. Denny. 3 hours.
 - 302. **Driver Education and Training.** To prepare the college student for teaching Driver Education and Training in the secondary school. The different instruction plans outlined; obtaining the car, insurance, road testing, psycho-physical testing, and source materials carefully treated. Driver Education and Training certificates to be awarded class members who satisfactorily complete the course. Prerequisite, Illinois Drivers License. Bridges. 2 hours. Fall and Spring or Summer.
 - 306. **Introduction to Health Education.** An introduction to the philosophy of health education. Stress placed upon the significance of the teacher's understanding the growth and development of the child. 3 hours. Fall and Spring.
 - 310. **Public Health Aspects of Maternal and Child Hygiene.** Public health programs concerned with maternal and child hygiene studied; community responsibilities for maternal and child hygiene discussed. Denny, Boatman. 2 hours.
 - 311. **Child Development.** Physical development of the child, beginning with the study of pregnancy, prenatal and postnatal care, and the physical development of the child from birth to puberty. To supplement Education 343. Denny. 2 hours.
 - 312. **Emotional Health.** Designed for prospective teachers and parents. Emotional health of the teacher and parent discussed in terms of its influence upon the child in the classroom. Prerequisite, Health Education 311, or its equivalent. Denny. 4 hours.
 - 313. **Health and Safety.** Preparation for teaching safety education in public schools. Traffic safety given major consideration, but other phases of safety education and health treated. Bridges, 4 hours. Summer and Fall.
 - 350. **Health Education Methods and Materials Applicable to Public Schools.** Designed to show the prospective teacher the scope of the school health program; environment, health services, community responsi-

bilities, classroom teaching, and relationship of school health program to other areas of school program. Emphasis upon the importance of a school health program and the teacher's role in the program; teacher's relationship to physician, nurse, and parent. Demonstration of vision, hearing, and daily screening techniques and study of various equipment and materials used in the school health program. Recommended for all prospective teachers. Prerequisite, Health Education 202, or its equivalent. 4 hours. Offered two or three times during year, as required.

355. **Public Health Administration.** An introduction to the federal, state, and local official public health agencies, and voluntary public health agencies; their organization, functions, and relationship to school and community health programs. Work emphasized by visits to local and state public health agencies. Prerequisite, Health Education 306, or 350. Boatman, Denny. 4 hours. Spring.
361. **Workshop in Health Education.** Summer course designed for in-service teachers, administrators, advanced students, nurses, social workers, and others interested in public health aspects of school and community living. Individual problems of classroom health treated as units of study, together with other units in such fields as speech defects and their detection and correction, communicable disease control, nutrition, social and mental hygiene. Lectures, demonstrations, films, field trips and individually supervised research in special problems. Prerequisite, Health Education 202, or its equivalent. 8 hours. Summer.
365. **Problems of Health Education in the Public Schools.** A study of existing health education programs in the public schools, emphasized by observations of type programs in off-campus schools; investigation of recent developments in education and their influence upon school health education. Prerequisite, Health Education, 350, or its equivalent. Boatman. 4 hours. Fall or Spring.

PHYSICAL EDUCATION FOR MEN

Associate Professors Lingle, Martin; Assistant Professors Franklin (Chairman), Holder; Instructors Freeberg, Wilkinson.

Physical Education courses 151, 152, and 153 are required of all freshmen and are part of the general university requirements for graduation. All students must have these courses for graduation or offer, in lieu thereof, three quarters of competition on a varsity squad, each quarter in a different sport. Six hours of Physical Education activity is the maximum credit which may be accepted toward graduation requirements.

Courses 145, 149, 151, 152, 153, 170, 171, 172, 173, 174, and 175 do not count toward a major or minor. Physical Education 230, Folk Dance, and Physical Education 239, Social Dancing, taught in the Department of Physical Education for Women may be substituted for a similar period of 151, 152, or 153.

It is required that regulation gym suits be worn in all activity classes in Physical Education. These may be purchased at the book store for approximately one dollar (trunks and jersey). Combination locks for lockers may be rented or bought at the book store.

Forty-eight quarter hours in the Department of Physical Education for Men (exclusive of the required freshman Physical Education or its equivalent) and approval of the Chairman of the Department are required for a major in Physical Education. These courses include 206, 207, 220, 221, 241, 302, 303, 340, 353, 370, 375, 380, plus a minimum of 13 quarter hours of sports techniques and theory selected from courses 210, 257, 330, 358, 372, and 356.

For a minor in Physical Education, 24 hours are required, including 206, 220, 221, 241, 302, and 340, plus a minimum of 4 hours elected from courses

210, 257, 330, 356, 358, 372, electives to total 24 hours, and approval of the Chairman of the Department.

Courses 245, Conduct of Play Activities, and 319, Teaching Elementary School Group Activities, taught in the Physical Education Department for Women, may be taken as part of the major in Physical Education.

Physiology 209, Introduction to Physiology, 4 hours, and Physiology 303, Physiology of Exercise, 2 hours, are recommended as outside electives for majors in Physical Education.

At the present time no graduate work is offered in the Department of Physical Education for Men.

Suggested Curriculum in College of Education

Freshman Year		
Fall	Winter	Spring
P. E. 241 or 206... 2	P. E. 207..... 2	P. E. 153 or Equiva-
P. E. 151 or Equivalent .. 2	P. E. 152 or Equivalent .. 2	lent 2
Eng. 101 3	Eng. 102 3	Health Ed. 202.... 4
Art 120 or Mus. 100 3	Geog. 100, Soc. 101	Eng. 103 3
Govt. 101 or 231.... 5	or Econ. 205..... 5	Math. 106, Physics,
Electives 2	Electives 5	or Chem. 4
<u>17</u>	<u>17</u>	<u>17</u>
Sophomore Year		
P. E. 220..... 2	Eng. 205, 206, 209, 211 or 212 3	Eng. 390 or Speech 101 3-4
P. E. 241..... 2	Eng. 300 or 391.... 3	Educ. 305, 306, 345.. 4
Eng. 205, 206, 209 211 or 212..... 3	Geog. 100, Soc. 101 or Econ. 5	Hist. 201 or 202.... 5
Educ. 205 4	Math., Physics or Chem. 4	Zool. 101 5
Math., Physics or Chem. 4	Electives 2	
Electives 2		
<u>17</u>	<u>17</u>	<u>17-18</u>
Junior Year		
P. E. 257 and/or*.. 2	P. E. 210 and/or*.. 2	P. E. 372 and/or*... 4
P. E. 358*..... 3	P. E. 330*..... 3	P. E. 356*..... 5
P. E. 340 3	P. E. 221..... 2	P. E. 353..... 5
Educ. 315 4	P. E. 302‡..... 4	P. E. 303†..... 5
Educ. 310 4	Physiol. 300 4	Electives 4
Electives 2	Electives 2	
<u>15-18</u>	<u>14-17</u>	<u>17-18</u>
Senior Year		
P. E. 370 4	P. E. 375..... 4	Student Teaching..12
Educ. 331 4	P. E. 380..... 4	Electives 5
Electives 10	Electives 10	<u>17</u>
<u>18</u>	<u>18</u>	

*A minimum total of 13 quarter hours must be selected from the 19 quarter hours offered in Baseball, Basketball, Football, and Track.

†Prerequisite, Physiology 300, (Anatomy).

‡Must be completed before enrolling for supervised Student Teaching in Physical Education. Electives must include 3 hours of practical arts and crafts if not taken in high school.

145.* **Physical Education.** Softball, track, archery, tennis. Equivalent in credit to 151, 152, or 153. 2 hours. Summer.

149.* **Adapted and Restricted Activities.** For students with functional or structural disorders. Credit equivalent to 151, 152, or 153. 5 times a week. 2 hours. Fall, Winter, and Spring.

151.* **Physical Education.** Group games, relays, individual combative contests, touch football, volleyball, and speedball. 1 hour a day, 5 days a week. 2 hours. Fall.

*Do not count toward major or minor.

- 152.* **Physical Education.** Basketball, aerial darts, badminton, table tennis, paddle tennis, games of low organization, wrestling, stunts, tumbling, and apparatus. 1 hour a day, 5 days a week. 2 hours. Winter.
- 153.* **Physical Education.** Track and field events, softball, tennis, archery, horseshoes, golf, and games of low organization. 1 hour a day, 5 days a week. 2 hours.
- 170.* **Football.** Physical Education credit given to the men remaining on the squad of the University-supported football team during the fall term. Students with no chance of making the team not dropped from the squad, but encouraged to learn the game and to participate for its inherent values. 5 days per week. 2 hours.
- 171.* **Basketball.** Same observations hold for this course as for 170, so long as the student is retained on the varsity squad.
- 172.* **Track.** See comments under 170.
- 173.* **Tennis.** See comments under 170.
- 174.* **Gymnastics.** See comments under 170.
- 175.* **Baseball.** See comments under 170.
202. **Wrestling.** Course designed to give a knowledge of rules, teaching methods, and history, and to give practical work in wrestling techniques. 1 hour a day, 4 days a week. 3 hours. Winter.
204. **Elementary Swimming.** Instruction and practice in all of the beginning fundamental strokes, floats, and kicks. Individual instruction given as needed. 2 hours. Summer.
205. **Advanced Swimming.** Further practice and study of all recognized strokes; development of speed, endurance, rhythm, and timing stressed. Prerequisite, passing of elementary swimming test. 3 days a week, 2 hours a day, for 4 weeks. 1 hour. Summer.
206. **Stunts and Tumbling.** Course aimed principally to develop, by practice, individual technique in calisthenics, tumbling, simple stunts, and trampoline work; also to develop in students safety, skills, and teaching techniques, as well as to teach them a number of activities. 1 hour a day, 4 days a week. 2 hours. Fall.
207. **Apparatus.** Course aimed principally to develop in students individual techniques, in calisthenics and in heavy apparatus; also, to develop in them safety skills and teaching techniques as well as to teach them a number of activities. 1 hour a day, 4 days a week. 2 hours. Winter term.
210. **Basketball Techniques.** Course dealing with individual basketball fundamentals, with special emphasis on passing, pivoting, basket-shooting, dribbling, and individual defense. 1 hour a day, 4 days a week. 2 hours. Winter term.
220. **Recreational Activities and Games (outdoor).** Techniques, skills, and rules taught by student participation in individual and group outdoor recreational sports. 4 days a week. 2 hours.
221. **Recreational Activities and Games (indoor).** Techniques, skills, and rules taught by student participation in individual and group indoor recreational sports. 4 days a week. 2 hours.
230. **Basic Rhythms and Folk Dancing.** 2 days a week. 1 hour.
236. **Tap and Character Dancing.** 2 days a week. 1 hour.

*Do not count toward major or minor.

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- 240. **Golf Techniques.** A course dealing with golf fundamentals, such as the grip, stances, address, forward and backward swing, and follow-through. Individual instruction given as needed. 1 hour.
 - 241. **Introduction to Physical Education.** A discussion of the purposes of physical education, the training required for teachers, the programs of physical education, vocational possibilities in the profession, the scientific foundation of physical education, and present trends in the field. 2 days a week. 2 hours.
 - 250. **Materials and Methods for Teaching Physical Education in the Elementary Schools.** Study, demonstration, and practice of the physical education activities of children from six to fourteen years of age; graded lists of activities adapted to the various age-periods of children; organization and management of the activities and methods in the leadership of them. 1 hour a day, 4 days a week. 4 hours.
 - 257. **Football Techniques.** Individual instruction and practice in all the fundamentals of the game, such as passing, kicking, tackling, blocking, running with the ball; student participation in actual scrimmage. 4 days a week. 2 hours. Fall.
 - 302. **Materials and Methods for Teaching Physical Education Activities in Junior and Senior High Schools.** Study, demonstration, and practice of the "total-body" activities adapted to the needs, interest, and capacities of junior and senior high school boys; emphasis placed upon principles of leadership in an organized schedule, or in outdoor and indoor developmental activities which necessitate a thorough knowledge of the purposes, aims, and remote and immediate objectives of physical education, and of the changing factors in the building of a school program. 1 hour a day, 4 days a week. 4 hours.
 - 303. **Kinesiology.** The mechanical analysis of physical education activities through the study of joint and muscle action. 1 hour a day, 5 days a week. Prerequisite, Physiology 300. 5 hours.
 - 306. **Advanced Stunts and Tumbling.** Course a continuation of Physical Education 206, and, in addition to practice and safety drills, emphasis upon teaching methods. 1 hour a day, 4 days a week. 2 hours. Fall.
 - 307. **Advanced Apparatus.** Continuation of Physical Education 207, and, in addition to practice and safety skill, more emphasis on teaching methods. 1 hour a day, 4 days a week. 2 hours. Winter.
 - 321. **History of Physical Education.** An historical survey of physical education from ancient times through the modern period, showing the relation between aims and practices in physical education and social and physiological needs of different periods. Three days a week. 3 hours.
 - 327. **Boy Scout Leadership Training.** The principles of the Boy Scout movement, together with aids for the finding of source material; practical demonstrations and active leadership required of each student. Prerequisite, junior standing. 2 hours.
 - 330. **Basketball Theory.** Different types of offense and defense studied; special emphasis given to early season practice, offensive and defensive drills, team strategy, care of minor injuries, and rules of the game. Prerequisite, Physical Education 210, or permission of the instructor. 1 hour a day, 3 days a week. 3 hours.
 - 340. **The Principles of Physical Education.** A course aiming to develop an understanding of the scientific foundations of a sound program of physical education as implied by the accepted principles of psychology, physiology, sociology, biology, educational method, philosophy, anatomy, kinesiology, and related areas. 3 hours.

351. **Recreation and Physical Education for Atypical and Handicapped Individuals.** Techniques of physical examinations, postural defects and their correction; activities suitable for the atypical program building; and correlation of this program with the physical education curriculum. 4 days a week. 4 hours.
353. **The Organization and Administration of Physical Education.** A course including the problems of the administrator, such as the grading, care and maintenance of playgrounds and gymnasiums, student leadership in physical education, purchase and care of equipment, organization and administration of an intramural program. 1 hour a day, 4 days a week. 4 hours.
355. **Assisting Techniques.** A course giving actual opportunities in assisting in teaching experience on the college level, with as varied a program of activities as the student schedule permits; the professional and required classes as well as the intramural program furnishing experiences in officiating and assisting in teaching activities according to season. 2 hours.
356. **Track and Field Theory and Technique.** Instruction and practice in all individual track and field events; actual performance in all events required of the student; methods of organizing and conducting track and field meets as a part of the course. 2 hours a day, 5 days a week. 5 hours. Spring.
- 358 (258). **Football Theory.** A course dealing with all phases of the game: offensive and defensive formation analyzed; the strength and weakness of each studied; the various types of individual plays analyzed; rules of the game discussed. Prerequisite, Physical Education 257, or permission of the instructor. 1 hour a day, 3 days a week. 3 hours. Fall.
- 360 (260). **Playground Administration.** Practical study of such problems as providing facilities and equipment, setting up the program, budgeting and financing, selecting and supervising the personnel, and building good will. 1 hour a day, 4 days a week. 4 hours.
365. **The Organization and Administration of Community Recreation.** Practical study made of such problems as providing facilities and equipment, setting up the program, budgeting and financing, selecting and supervising the staff, integrating the administration, and building good will. 4 hours.
368. **Camping Administration.** To develop an understanding of accepted methods of selecting and managing personnel, planning programs, maintaining health and safety measures, preparing food, developing camp counselors, evaluating camps, administering business, and doing other related procedures involved in setting up and running a camp. 4 hours.
370. **Tests and Measurements in Physical Education.** The theory of measurements in health and physical education, the selection and administration of appropriate tests, and the interpretation of results. Projects required. 4 hours.
372. **Baseball Theory and Technique.** The technique of batting, fielding, and playing the different positions; the strategy of the game; the conduct of daily practice; study of rules and play situations; also, methods of teaching baseball. 1 hour a day on Monday and Wednesday, 2 hours a day on Tuesday and Thursday. 4 hours.
375. **Theory and Practice in the Training and Care of Athletes.** To explain the psychological and physiological principles of sound coaching methods, to provide actual practice in bandaging and strapping, and to discuss the care and conditioning of athletes for competition in sports. 4 hours.

380. **The Organization and Administration of Interscholastic Athletics.** To explain and discuss the handling of administrative details related to the purchase and care of equipment, sports awards and point systems, transportation of athletes, insurance and liability for accidents, financing, public relations, scheduling of games, and hiring of officials. 4 hours.

PHYSICAL EDUCATION FOR WOMEN

Professor Davies (Chairman); Assistant Professor Muzzey; Instructors Evans, Stehr.

The Department of Physical Education for Women offers courses leading to the Bachelor of Science in Education Degree.

The courses presented for graduation must include the following:

1. Three courses selected from the following group: 101H, 101S, 101SP, 101A, 102, 102A, 103, 103A and
2. Three courses selected from the following: 201A, 202A, 203A, 204, 205, 206, 207, 211, 212, 213, 214, 215, 216, 218, 222, 230, 233, and 239.

However, students majoring or minoring in physical education should take the following courses: 104, 105, 106, 223, 224, and 225, which correspond to the six activity hours required of all University students.

Forty-two hours, in addition to the courses listed in the preceding paragraph, are required for a major in physical education, a total of forty-eight hours. Twenty-six hours are required for a minor in physical education, in addition to the required six activity hours, a total of thirty-two hours.

A major in this Department must include the following courses: 245, 303, 304, 305, 306, 307, 308, 309, 350, 351, 352, 353, 354, 314, 315, 315, 373, and 374.

A minor in this Department must include the following: 245, 304, 305, 306, 307, 308, 309, 350, 353, and 354.

Suggested Curriculum in College of Education

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
P. E. 104.....	1	P. E. 105	1	P. E. 106.....	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120 or Music 100	3	For. Lang.	3	For. Lang.	3
For. Lang.	3	Math. 106 or 111....	4	Government 101 ...	5
Zoology 101	5	Soc. 101 or Geog. 100	5	Math. 107 or 112....	4
	<u>15</u>		<u>16</u>		<u>16</u>
Sophomore Year					
P. E. 223	1	P. E. 224.....	1	P. E. 225.....	1
P. E. 233	1	P. E. 245.....	4	Educ. 206	4
Chem. 101 or Phys. 101	4	Econ. 205	5	Hist. 201 or 202....	5
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3	Speech 101	4
H. Ed. 202.....	4	Electives	4	Electives	3
Electives	3				<u>17</u>
	<u>16</u>				
Junior Year					
P. E. 304.....	2	P. E. 306	2	P. E. 307.....	2
P. E. 305.....	2	P. E. 352	2	P. E. 309.....	2
P. E. 350.....	3	P. E. 354	2	P. E. 315.....	1
P. E. 351.....	4	Educ. 315	4	Eng. 300 or 391....	3
P. E. 373.....	1	Electives	6	Educ. 310	4
Educ. 305	4			Elective	4
	<u>16</u>				<u>16</u>
Senior Year					
Physiol. 300	4	P. E. 303	5	P. E. 353.....	4
Stud. Tchg.	12	P. E. 308	4	Electives	12
	<u>16</u>	P. E. 374.....	1		
		Educ. 331	4		
		Electives	2		<u>16</u>

A student must have 3 hours in agriculture, business administration, home economics, or industrial education, unless these subjects were carried in high school.

Suggested physical education electives are 204 or 205, 207, 215, 230, 239, 311, 317, 348, and 376.

Other suggested electives are Education 312, 420, 421, Health Education 200, 232, 306, and Physiology 209a.

With a 48-hour major in physical education, the student is expected to have one 24-hour minor in another subject.

Activity Courses

Students who are advised by the Medical Department to restrict their activities should register in a course marked with an "A" or an asterisk.

All activity courses numbered 100 meet 3 days a week.

All activity courses numbered 200 meet 2 days a week.

Not more than one of these courses may be taken in any one term without special permission from the Department.

101H. Hockey. Techniques, skills, and team tactics. For freshmen only. 1 hour.

101S. Soccer. Techniques, skills, and team tactics. For freshmen only. 1 hour.

101SP. Speedball. Techniques, skills, and team tactics. For freshmen only. 1 hour.

101A. Individual Physical Education. A course for students who are physically unable to participate in the regular physical education activities. Horseshoes, croquet, badminton, shuffleboard. 1 hour.

102. Basketball and Posture Correction. Continuation of 101. 1 hour.

102A. Individual Physical Education. Continuation of 101A. Posture correction, table tennis, and bowling. 1 hour.

103. Volleyball and Folk Dancing. Continuation of 102. 1 hour.

103A. Individual Physical Education. Continuation of 102A. Folk dancing, deck tennis, paddle tennis, golf, croquet, and shuffleboard. 1 hour.

104. Speedball. Techniques, skills, and team tactics. For highly skilled girls, and majors and minors. 1 hour.

105. Basketball and Posture Correction. Continuation of 104. 1 hour.

106. Volleyball and Folk Dancing. Continuation of 105. 1 hour.

201A, 202A, 203A. Adapted Physical Education. Hours to be arranged by conference.

204.* Swimming. Strokes and safety devices for beginning swimmers. 1 hour.

205.* Swimming. Intermediate and advanced techniques and strokes. 1 hour.

206. Volleyball. A course on advanced techniques and team tactics for the game of volleyball. 1 hour.

207. American Square Dance and Mixers. A course presenting the square dances common in various geographical areas of the United States; additionally, many of the mixers or get-acquainted dances for starting parties. 1 hour.

211. Hockey. 1 hour.

- 212. **Basketball.** 1 hour.
- 213. **Softball.** 1 hour.
- 214.* **Archery.** 1 hour.
- 215. **Badminton.** 1 hour.
- 216. **Tennis.** 1 hour.
- 218. **Recreational Sports.** Badminton, duck pins, and other recreational sports. 1 hour.
- 222.* **Golf.** Strokes, rules and regulations of the game. 1 hour.
- 223. **Hockey.** Techniques and skills. 1 hour.
- 224. **Tap Dancing.** Fundamentals and routines. 1 hour.
- 225. **Tennis.** Skills and techniques. 1 hour.
- 230.* **Folk Dancing.** Fundamental steps and dances of various countries. 1 hour.
- 233. **Modern Dance.** Fundamentals of movement and composition. A basic course, leading to the creating of contemporary dance compositions. 1 hour.
- 239.* **Social Dancing.** Fundamental steps of ballroom dancing. For beginners only. 1 hour.
- 313. **Speedball.** 1 hour.
- 314. **Modern Dance.** 1 hour.
- 315. **Golf.** 1 hour.
- 316. **Swimming.** Advanced techniques. 1 hour.
- 317. **Life Saving and Water Safety.** Techniques of Red Cross Life Saving and Water Safety. 1 hour.
- 373. **Archery.** 1 hour.
- 373. **Archery.** 1 hour.
- 375. **Recreational Sports.** 1 hour.
- 376. **Advanced Modern Dancing.** Prerequisite, 233 or 314, or consent of instructor. 1 hour.

Theory Courses

- 245. **Theory of Play Activities.** A course dealing with age interests and characteristics of childhood and adolescence, and the adaptation of physical education activities to these. 4 hours.
- 303. **Kinesiology.** The mechanical analysis of physical education activities through the study of joint and muscle action. (Taught in the Department of Physical Education for Men). 5 hours.
- 304. **Techniques of Teaching Soccer and Volleyball.** Methods of teaching, construction of daily lesson plans, and analysis of techniques. 2 hours. Fall.
- 305. **Techniques of Teaching Hockey and Speedball.** Methods of teaching, construction of daily lesson plans, and analysis of techniques. 2 hours. Fall.
- 306. **Techniques of Teaching Basketball.** Methods of teaching, construction of lesson plans, and analysis of techniques. 2 hours. Winter.

- 307. **Techniques of Teaching Tumbling, Stunts, Track and Field.** A continuation of 306. 2 hours. Spring.
- 308. **Methods of Teaching Dance.** A comprehensive course dealing with each of the various types of dance, including fundamentals, progressions, and competition in each type. Prerequisites, 102, 224, and 233, or equivalent. 4 hours. Winters.
- 309. **Techniques of Teaching Softball, Tennis, and Gymnastics..** Methods of teaching, construction of lesson plans, and analysis of techniques. 2 hours. Spring.
- 310. **Theory of Officiating Hockey.** A study of requirements of a good official. Standards of umpiring field hockey as set up by the United States Field Hockey Association. 1 hour. Fall.
- 311. **Theory of Officiating Basketball.** Study of requirements of a nationally-rated official, and practice in officiating. 1 hour. Winter.
- 312. **Theory of Officiating Softball.** Study of requirements of a nationally-rated official as set up by the National Section on Women's Athletics. 1 hour. Spring.
- 319. **Teaching Elementary School Group Activities.** Study of age characteristics; planning of an activity program for all grade levels; care of equipment; techniques of teaching activities for elementary grades. Planned to fulfill the requirements of the State of Illinois for elementary school teachers. 4 hours.
- 345. **Supervision of Physical Education.** The functions of the supervisor of physical education; program-planning, grading and planning of the progression of activities and devices for improving instruction. 2 hours.
- 348. **Camp and Community Leadership.** Fundamentals of Scouting, camping, counselling. A week-end camping trip is required. 4 hours.
- 350. **Materials and Methods for Teaching in Elementary and Secondary Schools.** A course designed for supervisors and teachers of physical education. Curriculum planning, based on grade characteristics and educational philosophy, creative rhythms, singing games, folk dancing, games of low organization—skills, skill tests, lead-up games, stunts, and tumbling. 3 hours. Fall.
- 351. **Recreation and Physical Education for Atypical and Handicapped Individuals.** Techniques of physical examination; postural defects and their correction; activities suitable for the atypical; program building; and correlation of this program with the physical education curriculum. 4 hours. Fall.
- 352. **History of Physical Education.** An historical survey of physical education from ancient times through the modern period, showing the relation between aims and practices in physical education and social and physiological needs of different periods. 2 hours. Winter.
- 353. **Organization and Administration of Physical Education.** Criteria for the selection of activities, the organization of classes, the policies and the personnel; the physical plant and its upkeep; the planning, utilization, and care of equipment in the physical education program. 4 hours. Spring.
- 354. **Principles of Physical Education.** The fundamental principles, aims, and objectives of physical education, the place of physical education in the educational program, and the problems of athletics. 2 hours. Winter.
- 355. **Techniques of Teaching Swimming and Life Saving.** Methods of teaching, analysis of strokes, and devices for teaching swimming and life saving. 3 hours.

COLLEGE OF LIBERAL ARTS AND SCIENCES

Degree Granted

The College of Liberal Arts and Sciences grants the degree of Bachelor of Arts.

Requirements for Graduation

Each candidate for the bachelor's degree must meet the following requirements:

192 quarter hours' credit in approved courses.

Of this, 64 quarter hours must be in courses numbered 300 and above, of which 48 must be in residence. No departmental method courses or student teaching may be counted in fulfillment of the degree requirements, except as stated below.

A grade point average of 3.0, and grades not lower than C in subjects aggregating at least three-fourths of the work. C average is required in the major subject.

General education requirements as listed on pages 39 and 40.

4 hours in psychology or philosophy.

A reading knowledge of a foreign language. This ordinarily requires 9 hours of university study or its equivalent.

Proficiency in English, demonstrated by examination at the end of the junior year.

A major of at least 42 hours, and a minor of at least 24 hours, in the following subjects (some departments require more):

*Art	Foreign Language	Mathematics	Physiology
Botany	Geography	Microbiology	Physics
Chemistry	Government	*Music	*Speech
*Economics	History	Philosophy	Sociology
English			Zoology

Pre-professional courses: Students planning to take Pre-dental, Pre-legal, Pre-medical, Pre-pharmaceutical, or Pre-veterinary courses should register in the College of Liberal Arts and Sciences.

Limited High School Teaching Certificate: Students enrolled in the College of Liberal Arts and Sciences may meet the state requirements for a limited high school teaching certificate by using as their electives certain prescribed courses in the College of Education. Approval of such schedule should be secured in advance from the Dean of the College of Education. Students who plan to enter teaching as a profession should enroll in the College of Education.

Pre-Professional Courses

Pre-Medical, Pre-Dental, and Pre-Veterinary

Dr. Harold M. Kaplan is the general adviser for all students who plan to enter medical school or dental school, or to train themselves for careers in any related field.

All such students should plan their curricula very carefully, in consultation with him. They will all need at least two years' work in chemistry, including some qualitative and some organic chemistry, and one year of biology (zoology). Since they are not expecting to receive a degree from Southern, they will not necessarily be held to all the requirements for the bachelor's degree at this university; they must, on the other hand, keep constantly in mind the requirements for admission and the later required

*Liberal Arts, not professional majors.

courses in the special schools which they wish to attend. Each student should write for the catalog of the school he plans to enter.

Pre-Pharmacy

Pre-pharmacy students should consult Dr. Harold M. Kaplan for suggestions as to courses.

Pre-Legal Study

American law schools have no specific pre-legal requirements. Some law schools require a two-year pre-legal background; some require three years of pre-law; and a few of the leading schools now require four years.

A number of universities permit law students, if they take their third year of pre-legal work at those universities, to receive both the B.A. and the LL.B. upon completion of their legal training.

In general, pre-law students should take as much work as possible in the following subjects: English, speech, economics, government, history (especially English and American), sociology, geography, psychology, philosophy, and logic.

If a foreign language is recommended or required by the law school which the student plans to attend, or if the student is uncertain as to his choice of law school, French or Latin is suggested.

Outside the above-mentioned departments and courses, the pre-legal student is free to take the electives of his choice.

BOTANY

Professor Welch (Chairman); Assistant Professors Kaeiser, Marberry. For a major in botany, nine courses are required, including 101, 202, 203, 210, 320; for a minor, six courses, including 101, 202, 203.

Suggested Curriculum in College of Education

		Freshman Year				
Fall	Hours	Winter	Hours	Spring	Hours	
Bot. 101	5	Bot. 202	5	Bot. 203	5	
Eng. 101	3	Eng. 102	3	Eng. 103	3	
Soc. Studies	5	Soc. Studies	5	Soc. Studies	5	
P. E.	2-2	P. E.	1-2	P. E.	1-2	
	14-15		14-15		14-15	
		Sophomore Year				
Bot. 210	5	Zool. 101	5	Zool. 105	5	
Music or Art.....	3	Eng. 205, 206, 209, 211, or 212.....	3	Eng. 205, 206, 209, 211, or 212.....	3	
Soc. Studies	5	Soc. Studies	3-5	H. Ed. 202	4	
P. E. (Women)	1	P. E. (Women)	1	Math.	4	
Electives	3	Electives	3	P. E. (Women)	1	
	16-17		14-18		16-17	
		Junior Year				
Zool.	5	Bot. 350	4	Bot. 320	5	
Chem.	4	Chem. or Math.....	4	Eng. 300 or 391.....	3	
Educ. 205	4	Educ. 305, 306, or 345	4	Educ. 315	4	
For. Lang.	3	For. Lang.	3	For. Lang.	3	
	16		15	Electives	2-3	
					17-18	
		Senior Year				
Bot. 470	4	Bot. 421	5	Bot. 315	5	
Stud. Tchg.	12	Educ. 310	4	Educ. 331	4	
	16	Electives	7-8	Zool.	5	
				Electives	3-4	
			16-17		17-18	

Electives must include three hours of practical arts and crafts if these were not taken in high school.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
Bot. 101	5	Bot. 202	5	Bot. 203	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Soc. Studies	5	Soc. Studies	5	Soc. Studies	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<u>14-15</u>		<u>14-15</u>		<u>14-15</u>
Sophomore Year					
Bot. 210	5	Zool. 101	5	Zool. 105	5
Eng. 205, 206, 209 211, or 212	3	Eng. 205, 206, 209 211, or 212	3	Math.	4
Music or Art	3	H. Ed. 202	4	P. E. (Women)	1
Soc. Studies	3	P. E. (Women)	1	Electives	7
P. E. (Women)	1	Electives	3		
	<u>16-17</u>		<u>16-17</u>		<u>16-17</u>
Junior Year					
Zool.	5	Bot. 350	4	Bot. 320	5
Chem.	5	Chem.	5	Chem.	5
Soc. Studies	3-5	Educ. 206	4	For. Lang.	3
For. Lang.	3	For. Lang.	3	Electives	5
	<u>16-18</u>		<u>16</u>		<u>18</u>
Senior Year					
Bot. 301	5	Bot. 302	5	Bot. 303	5
Bot. 340	5	Bot. 421	5	Bot. 315	5
Electives	7-8	Electives	7-8	Electives	7-8
	<u>17-18</u>		<u>17-18</u>		<u>17-18</u>

Electives must include three hours of practical arts and crafts if these were not taken in high school.

101. **General Botany.** Study of the vegetative and reproductive organs of the higher seed plants, with emphasis on the general biological phases of the subject; identification and recognition of common trees by leaf and stem characters, or bud and stem characters in season; their economic importance. Laboratory, lecture, and field studies. Staff. 5 hours. Fall, Winter, and Spring.
131. **Field Biology.** A course for those who are planning to teach in the rural and elementary schools; methods for the identification of various types of plants and animals, such as trees, weeds, birds, and insects; location of source material suitable for teaching nature study in the elementary grades stressed. Laboratory, lecture, and field work. Marberry. 5 hours. Fall and Spring.
202. **General Botany.** A brief study of representative plants of the great plant groups; the general classification of plants; and the evolution of the plant kingdom. Laboratory, lecture, and one required all-day field trip. Student cost about \$5.00. Prerequisite, 101. Kaeiser and staff. 5 hours. Winter and Summer.
203. **Systematic Botany.** A study of the principles of classification and use of manuals, and work in classifying and identifying seed plants and ferns of the local flora. Field work and lecture. Student cost about \$5.00. Marberry. 5 hours. Spring and Summer.
204. **Taxonomy of Cultivated Plants.** A study of the classification of woody and herbaceous cultivated plants, both Exotic and Native plants; their growth requirements; placement around buildings; a hybridization project of some selected cultivated plant carried out. Four all-day field trips required (Saturdays). Student cost about

\$6.00. Prerequisite, Botany 101, 203. Marberry. 5 hours. Spring and Summer.

210. **Plant Anatomy.** A general course, introduced by a detailed study of cell division, and dealing with the origin, development, and maturation of the structures of the vascular plants. Laboratory, discussion, and lecture. Prerequisite, 101, 202. Welch. 5 hours. Fall and Summer.
301. **The Algae.** A study of the structure, development, and relationships of the algae; evolution of the plant body; origin and evolution of sex in plants. Laboratory, lecture, recitation, and some field work. Prerequisite, 101, 202. Kaeiser. 5 hours. Fall.
302. **The Bryophytes and Pteridophytes.** A study of the structure, development, and relationships of the liverworts and mosses, and the ferns and fern allies; the problems of the evolution of the sporophyte, alternation of generation, and heterospory. Laboratory, lecture, and recitation. Prerequisite, 101, 202. Kaeiser. 5 hours. Winter.
303. **The Spermatophytes.** A study of the structure, development, and relationships of the gymnosperms and angiosperms; the vascular anatomy of these plants; the development of flowers, gametophytes, embryology; and the development and structure of seeds. Laboratory, lecture, and recitation. Prerequisite, 101, 202, 203. Kaeiser. 5 hours. Spring.
314. **Heredity and Development.** A study of the principles of heredity and variation in relation to plants and animals, including the human being; a review of the principles of eugenics as practiced in the United States; a study of the development of the relationship of animals and plants of the past. (Course usually given by extension.) Lecture only. Welch. 4 hours.
315. **Genetics.** (Same as Zoology 315.) A general course involving the principles of evolution and genetics, with experimental work in breeding strains, etc. Prerequisite, approval of the department. Staff. 5 hours. Spring.
320. **Elements of Plant Physiology.** A study of the functions of the plants and their relation to the various organs. Laboratory, lecture, and discussion. Prerequisites, Botany 101, 202. Desirable antecedents, Botany 210 and a course in Physics. Welch. 5 hours. Fall and Spring.
- 321 (421). **Histological Technique.** (Same as Zoology 321). Methods of preparing histological material. Prerequisite, one year of Zoology or Botany. Staff. 5 hours. Winter.
340. **Plant Ecology.** A general course, consisting of a study of the ecology of individual plants and plant communities. Lecture, recitation, field, and laboratory studies. Student cost about \$7.00. Prerequisites, 101, 202, 203. Marberry. 5 hours. Fall and Summer.
350. **Plants in Relation to Man.** A study of the basic relationships of plants to the life of man; the history, geography, crop ecology, production, consumption, and uses of plants and plant products of economic importance. Lecture and recitation. Not to be taken by students who have had Botany or Zoology 351. Marberry. 4 hours. Winter.
351. **Economic Biology.** (Same as Zoology 351). Effects of plants and animals upon the economic welfare of man. Not to be taken by students who have had Botany or Zoology 350. (Usually given as extension). Staff. 4 hours.

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360. **Plant Pathology.** A study of plant diseases. Special attention given diseases of Southern Illinois plants, both cultivated and native. Lecture, laboratory, field trips. Prerequisite, 101, 202, 203, 210, or approval of instructor. 5 hours.
380. **History of Biology.** (Same as Zoology 380). A short history of the biological sciences from the early Greek philosophers to the present time. Prerequisites, one year of Zoology or Botany. Not to be taken by anyone who has had Zoology 330. Stein. 4 hours. Winters.
390. **Readings in Botany.** A Course of individually assigned readings in classical botanical literature; both oral and written reports required; open only to undergraduate students. Prerequisites, a major or minor in Botany. Staff. 4 hours, or the amount of credit earned by the amount of work done. Any term.
403. **Advanced Taxonomy.** An advanced study of any division of the Plant Kingdom, both native and cultivated; particular attention given the grasses and weeds. Prerequisites, 101, 203. Staff. Hours to be arranged up to 5 hours. Any term.
406. **Fungi.** A study of the structure and development of the fungi; attention given to pathological forms, as well as to the other fungi in Southern Illinois. Lecture, laboratory, and field work. Prerequisites, 101, 202, 203, 301. Welch, staff. 5 hours. Spring and Fall.
425. **Advanced Plant Physiology I.** A study of the water relations, mineral nutrients, and colloidal phenomena in plants. Laboratory, lecture, discussion. Prerequisites, 101, 202, 210, 320. Desirable antecedents, courses in Chemistry and Physics. Welch. 5 hours. Spring.
430. **Advanced Plant Physiology II.** A study of photosynthesis, plant pigments, plant foods, enzymes, respiration, growth, and movement. Prerequisites, 101, 202, 210, 320. Desirable antecedents, courses in Chemistry and Physics. Welch. 5 hours. Fall, Summer.
470. **Methods in Biology.** (Same as Zoology 470). A study of methods, consisting of consideration of objectives, different types of courses, teaching the scientific method, laboratory method, project method, field methods, measurements, evaluation, and other problems in the teaching of the biological sciences. Lectures, recitations, and laboratory. Welch and Staff. 4 hours. Winter.
510. **Bio-Ecology.** (Same as Zoology 510). A study of the composition and development of biotic communities, and of the relationships of plants and animals to their environment. Gersbacher. 5 hours. Spring.
520. **Morphology of Economic Plants.** A study of the structure of the organs of plants used in commerce; part of the work on a research basis. Prerequisites, Botany 101, 202, 203, 210. Welch. 4 or 5 hours.
522. **Advanced Histological Technique.** A study in the preparation and presentation of research materials. Prerequisite, approval of the department. Staff. Credit on the basis of work completed.
525. **Cytology.** Microscopical study of protoplasm, including mitosis and meiosis; discussions of cytological behavior in relation to other problems in biology. Prerequisite, approval of the department. Kaeiser. 5 hours.
- 590, 591, 592. **Problems and Introduction to Research.** Assignments involving research and individual problems. Prerequisite, approval of the department. Staff. Credit dependent upon the amount of work done, but no more than nine hours allowed for all three courses.

CHEMISTRY

Professors Abbott, Neckers (Chairman), Scott, Van Lente; Associate Professor Hadley; Instructor Stone.

A major in chemistry in the College of Education consists of 36 hours, including Chemistry 111, 112, 113, 221, 231, 232, 341, and 342. A major in the College of Liberal Arts and Sciences requires a minimum of 48 hours, including the above courses plus Chemistry 343, with 461, 462, 463; or 451, 452; or 441 and 471.

Suggested Curriculum in the College of Education

Freshman Year

Fall		Winter		Spring	
	Hours		Hours		Hours
Eng. 101	3	Eng. 102	3	Eng. 103	3
German	3	German	3	German	3
Math. 106 or 111..	4	Math. 112	4	Math. 113	5
Govt. 101	5	Geog. 100	5	Art or Music 100..	3
P. E.	2	P. E.	2	P. E.	2
	<hr/>		<hr/>		<hr/>
	17		17		16

Sophomore Year

Chem. 111	5	Chem. 112	5	Chem. 113	5
Math. 251	4	Math. 252	4	Math.	4
Physics 106	5	Physics 107	5	Physics 108	5
Eng. 205 or 209....	3	Educ. 205	4	Speech 101	4
	<hr/>		<hr/>		<hr/>
	17		18		18

Junior Year

Chem. 221	5	Chem. 232	4	Chem. 231	4
Educ.	4	Econ. 205	5	Eng. 300 or 391....	3
Eng. 211 or 212....	3	Educ.	4	Health Ed. 202....	4
Physics	5	Physics	5	Physics	5
	<hr/>		<hr/>		<hr/>
	17		18		16

Senior Year

Bot. or Zool.....	5	Bot. or Zool.....	5	Bot. or Zool.....	5
Chem. 305 or 341....	4	Chem. 306 or 342...	4	Educ.	4
Educ.	4	Hist. 202	5	Physiology	4
Student Teaching ..	4	Student Teaching ..	4	Student Teaching ..	4
	<hr/>		<hr/>		<hr/>
	17		18		17

The above curriculum should qualify the student to teach chemistry, physics, mathematics, biology, and general science.

A student must take 3 hours of practical arts and crafts if he has not had these in high school.

Suggested Curriculum in Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Chem. 111	5	Chem. 112	5	Chem. 113	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 106 or 111....	4	Math. 112	4	Math. 113	5
Music or Art.....	3	Bot. or Zool. 101....	5	Geog. 100	5
P. E.	2		<hr/>		<hr/>
	17		17		18

Sophomore Year

Chem. 221	5	Chem. 232	4	Chem. 232	4
Math. 251	4	Math. 252	4	Math.	4
Physics 106	5	Physics 107	5	Physics 108	5
Health Ed. 202....	4	Eng. 205 or 209....	3	Eng. 211 or 212....	3
	18	P. E.	2	P. E.	2
	18		18		18

Junior Year

Chem. 341	5	Chem. 342	5	Chem. 343	5
Chem. 461	4	Chem. 462	4	Chem. 463	4
Ger. 101	3	Ger. 102	3	Ger. 103	3
Physics 305	5	Physics 306	5	Govt. 101	5
	17		17		17

Senior Year

Econ. 205	5	Chem. 441	4	Chem. 471	4
Educ. 206	4	Hist. 202	5	Philosophy 300	4
Electives	7	Electives	7	Electives	8
	16		16		16

Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

Chemistry Minor: Chemistry 111, 112, 113, 221 or 232, 305 or 341, and 306 or 342.

Graduate Work: At the present time, no graduate major is offered. A graduate minor may be completed in the 400 courses offered by the Chemistry Department.

Pre-professional Requirements: *Pre-Medicine:* The College of Medicine of the University of Illinois will accept the following courses as fulfilling their entrance requirements in chemistry: Chemistry 111, 112, 113, 232, 305, 306, and 365.

Pre-dentistry and Pre-veterinary: Chemistry 111, 112, 113, 231, 232, 305, and 306 are required by the University of Illinois professional schools.

Pre-engineering: Chemistry 111, 112, and 113.

In general, the student planning to obtain a professional degree in another school should conform to the requirements of that particular institution and course.

101. **General Chemistry.** A chemistry survey course for students wishing to satisfy the general education requirement in physical science. Lecture and laboratory. Study made of the general composition and states of matter, of valence, formulas and equations, of solutions and electrolytes, and of specific substances, such as water, oxygen, carbon, sodium and iron. 4 hours. Fall, Winter, Spring, and Summer.
102. **General Chemistry.** Lecture and Laboratory. Continuation of 101, completing a survey of the more important non-metals and metals, and of simple organic and biological chemistry. Prerequisite, 101. 4 hours. Winter and Spring.
108. **Inorganic Chemistry.** A course for agricultural students. A study of the composition of matter; the structure of the atom, valence.

- formulas, and writing of equations; ionization, acids, bases, and salts; pH; the more common non-metals. Four lectures and one 3-hour laboratory period per week. Scott. 5 hours. Fall.
109. **Inorganic Chemistry.** A course for Home Economics students. A study of the composition of matter; the structure of the atom, valence, formulas and writing of equations; ionization, acids, bases, and salts; pH; the more common non-metals and amphoteric elements. Four lectures and one 3-hour laboratory period per week. Scott. 5 hours. Fall.
111. **Inorganic Chemistry.** A course for chemistry majors and minors, pre-medical, pre-dental, pre-engineering, pre-veterinary, and dietetics students. Lecture and laboratory. An introduction to the science of chemistry through a study of atomic structure, valence, formulas, simple equations; general properties of gases, liquids, and solids; gram molecular weights of gases; the preparation and properties of oxygen, hydrogen, and water. 5 hours. Fall and Winter.
112. **Inorganic Chemistry.** Lecture and laboratory. A continuation of 111, with the study of solutions, electrolytes, acids, bases, and salts; normal solutions; the chemistry of halogens, sulfur, nitrogen, phosphorus, carbon, silicon, and boron. Prerequisite, 111. 5 hours. Winter and Spring.
113. **Inorganic and Qualitative Chemistry.** Lecture and laboratory. A continuation of 112, including a study of the common metals, their metallurgy, properties, and compounds, as well as their qualitative detection in simple unknowns. Prerequisites, 112. 5 hours. Spring and Summer.
221. **Qualitative Analysis.** Theory and method of the analytical detection of cations and anions. Simple water-soluble, acid-soluble salts, and more complex mixtures, including alloys, analyzed in the laboratory. Prerequisites, Chemistry 113, Mathematics 113. Neckers. 5 hours. Fall.
231. **Quantitative Analysis.** Gravimetric determinations of chloride, iron, sulfate, copper, and limestone in the laboratory; accompanied by calculations and discussion of methods of determination. Prerequisites, Chemistry 221, Mathematics 113. Neckers. 4 hours. Winter and Spring.
232. **Quantitative Analysis.** Volumetric analysis with stoichiometrical accompaniments, including calibration of apparatus, acid-base, permanganate, dichromate, iodometric and precipitation titrations, and a discussion of methods and their application to the various elements. Prerequisites, Chemistry 113, Mathematics 113. Neckers. 4 hours. Winter and Spring.
248. **Inorganic and Organic Chemistry.** A course for agricultural students. A continuation of 108, including a study of the amphoteric elements, the more common metals and alloys, soils and fertilizers (2 hours). Beginning with the sixth week, a study of the chemistry of carbon compounds, including nomenclature and properties of the hydrocarbons and their halogen derivatives, alcohols, ethers, aldehydes, ketones, and acids (3 hours). Four lectures and one 3-hour laboratory period per week. Prerequisite, 108. Scott. 5 hours.
249. **Inorganic and Organic Chemistry.** A course for Home Economics students. A continuation of 109, including a study of the common metals and alloys (2 hours). Beginning with the sixth week, a study of the chemistry of carbon and its compounds, including nomenclature and properties of the hydrocarbons and halogen derivatives; alcohols and ethers, aldehydes and ketones and acids (3 hours). Four lectures and one 3-hour laboratory period per week. Prerequisite, 109. Scott. 5 hours. Winter.

258. **Organic and Biological Chemistry.** A course for agricultural students. A continuation of 248, including a study of acid derivatives, substituted acids, optical isomerism, amines, amino acids, and proteins; esters and lipids; carbohydrates, heterocyclic and aromatic compounds; enzymes, digestion, and fermentation; vitamins and nutrition; organic fungicides and insecticides. Four lectures and one 3-hour laboratory period per week. Prerequisite, 248. Scott. 5 hours. Spring.
259. **Organic and Biological Chemistry.** A course for home economics students. A continuation of the study of organic chemistry begun in 248, including acid derivatives and substituted acids, optical isomerism, amines, amino acids, and proteins; esters and lipids, carbohydrates, heterocyclic and aromatic compounds; enzymes, digestion and fermentation; vitamins and nutrition; dyes. Four lectures and one 3-hour laboratory period per week. Prerequisite, 249. Scott. 5 hours. Spring.
305. **Organic Chemistry.** A course for pre-medical and pre-dental students. A study of the chemistry of the common aliphatic compounds, with particular emphasis upon nomenclature and properties as related to biological processes. 2 hours of lecture and 4 hours of laboratory per week. Prerequisite, 10 hours of inorganic chemistry. Hadley. 4 hours. Fall and Spring.
306. **Organic Chemistry.** A Course for pre-medical and pre-dental students. A continuation of 305, including a study of heterocyclic and aromatic compounds; enzymes, and fermentation; vitamins and hormones. 2 hours of lecture and 4 hours of laboratory per week. Prerequisite, 305. Hadley. 4 hours. Winter and Summer.
341. **Organic Chemistry.** A lecture and laboratory course involving chemistry majors, for the study of the hydrocarbons, alcohols, ethers, ketones, and acids in the aliphatic field. Prerequisite, 113. Abbott. 5 hours. Fall.
342. **Organic Chemistry.** A continuation of 341 through amides, amines, complex acids, stereoisomerism, sugars, starches, and proteins; followed by an introduction to the chemistry of aromatic compounds. Prerequisite, 341. Abbott. 5 hours. Winter.
343. **Organic Chemistry.** A completion of the study of the chemistry of aromatic compounds, begun in 342. Prerequisite, 342. Abbott. 5 hours. Spring.
365. **Physical Chemistry.** A course intended to meet the needs of pre-medical students. A study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria; chemical kinetics, measurement of pH, and other phases of electrochemistry in both lecture and laboratory. Prerequisites, 232 and 306 or 342. Van Lente. 5 hours. Summer.
431. **Quantitative Organic Chemistry.** The determination of functional groups and elements commonly found in organic compounds by selected methods of analysis, illustrating general methods of procedure in the field of quantitative organic chemistry. Prerequisites, Chemistry 231, 232, and 343. Hadley. 3 hours. Fall.
441. **Qualitative Organic Analysis.** A systematic study of the separation and identification of organic compounds by a procedure based on solubility and classification reagents. Prerequisites, Chemistry 221 and 343. Hadley. 4 hours. Winter.
451. **Biological Chemistry.** A study of carbohydrates; fats and related substances; proteins and amino acids; enzymes, digestion, absorption, and detoxication. Laboratory and lecture. Prerequisite, Chemistry 306 or 343 (registration in 343). Scott. 4 hours. Spring.

- 452. Biological Chemistry.** A study of the blood and lymph; acid-base regulation; metabolism of carbohydrates, lipids, and proteins; urine; calorimetry and energy metabolism; nutrition and vitamins; and hormones. Analysis of urine and blood. Prerequisite, Chemistry 232 and 451. Scott. 4 hours. Summer.
- 461. Physical Chemistry.** Lecture and laboratory. A study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. Prerequisites, Chemistry 231, 232, and 343, Mathematics 252, Physics 106, 107, and 108. Van Lente. 4 hours. Fall.
- 462. Physical Chemistry.** Lecture and laboratory. A continuation of 461, to include a study of chemical kinetics, electrical conductance, electromotive force, and electrolytic equilibrium. Prerequisites, Chemistry 461, Physics 306. Van Lente. 4 hours. Winter.
- 463. Physical Chemistry.** Lecture and laboratory. A continuation of 462, including chemical thermodynamics, the quantum theory, photochemistry, nuclear structure, atomic structure, and molecular structure. Prerequisite, 462. Van Lente. 4 hours. Spring.
- 471. Industrial Chemistry.** A survey course on modern industrial chemistry, including a study of chemical literature, and an introduction to chemical research processes. Prerequisite, Chemistry 342, and a reading knowledge of German (or French). Hadley. 4 hours. Spring.
- 491, 492, 493. Senior Research.** Chemical research on relatively simple problems, under direction of staff members. Open to senior chemistry majors with at least a "B" average and with approval by the department. Ten hours of laboratory a week. Hadley, Neckers, Van Lente. 3 hours. Fall, Winter, Spring.

ENGLISH

Professors Schneider (Chairman), Tenney; Associate Professors Barbour, Coleman, Faner, Harris, Neely, Turner, Wilson, Winn; Assistant Professors Barber, Burns, Camp, Krappe, Lingle; Instructors Rainbow, Smith, Travis.

An English major is 48 hours, including nine hours of freshman composition and six hours of sophomore literature. The remaining 33 hours should be from courses numbered 300 or above. Various requirements are listed below.

Required for the major:

302, 316, 317, preferably in sequence, and in the junior year.

300, English grammar, required of English majors, and of all who expect to do student teaching.

One year of a foreign language or a successful examination in a foreign language.

At least three courses from the list in the following table, so selected that they fall both in different types and in different periods:

	Poetry	Prose	Drama
Elizabethan			360 365 366
17th and 18th Century	370	354	361
19th Century	320 321	326 355	
20th Century	330	335 308 356	363

Recommended additional courses:

- 318, Survey of American Literature.
485, Problems in the Teaching of English, if the major is in the College of Education.
Philosophy.
History 323, 324, and recent United States History.
Journalism 304, for prospective high school teachers.

Students electing an English major should, as soon as they make their decision, even if they are freshmen at the time, consult the chairman of the English department, to secure help in planning their program well ahead.

Required for the minor:

A maximum of 6 hours from English 101, 102, 103.

A maximum of 6 hours from English 101, 102, 103.

A maximum of 6 hours from English 205, 206, 209, 211, 212.

English 300.

English 318.

English 319.

The senior college program, for the minor, may vary from these fixed requirements, but only with the approval of the chairman of the department of English.

Persons wishing to be certified to teach in Illinois high schools must have twelve hours of composition credit. Nine of these may be from English 101, 102, 103. Hitherto, the additional three hours were offered by way of English 390, and may still be earned in that course. But the requirement in the College of Education, that English 391 shall be prerequisite to all student teaching, except in English, will automatically give the prospective teacher, an extra three hours of credit that can be counted as composition. The English major and minor are required to take English 300.

Courses numbered 400 to 499 may be taken for graduate or for undergraduate credit; senior standing is required of undergraduates enrolling in the 400 courses. Graduate students should have not more than one-half of their English work on the 400 level.

101. Freshman Composition. A course requiring weekly writing practice, mostly expository, the student using chiefly his own ideas and materials, and aiming at the development of skill in organizing and arranging these ideas and materials; emphasis upon unity and coherence in the whole composition; an acquaintance with the library; an amount of directed reading; studies of the structure of the sentence; and conferences on written work. 3 hours.

English 101, 102, and 103 are required of all students who wish to take a degree. The courses should be taken in order, and should be registered for, every quarter, until the requirement of nine hours is fulfilled.

102. Freshman Composition. Writing practice continued; emphasis at the outset concentrated on effective organization as applied to the individual paragraph and to consecutive paragraphs; experience in library use continued, and materials for composition occasionally taken from library sources. Conferences, sentence study, and reading continued; punctuation study added. 3 hours.

103. Freshman Composition. Writing practice continued, in papers of greater length than those of 102; some of these involving further training in library use; others providing training in description and narration, and giving occasion for studying the somewhat advanced problems of diction, appropriateness of tone, and originality of treatment. Reading and conferences as in preceding courses. 3 hours.

205. Introduction to Poetry. Emphasis on technique, type, and period. 3 hours.

206. **Introduction to Drama.** An examination of the form, artistry, and ideas of various plays from most of the notable literary periods. Approximately twenty plays read. 3 hours.
209. **Introduction to World Literature.** An examination of masterpieces of various national literatures in various periods. 3 hours.
211. **Introduction to Fiction.** An examination of readable novels, designed to acquaint the student with the important aspects of artistic excellence in this form. 3 hours.
212. **Introduction to Modern Literature.** Principal forms, ideas, and writers of contemporary America and England; emphasis on the manner in which modern literature touches upon the many problems of Twentieth Century life. Especially recommended to majors in other fields than English. 3 hours.
300. **Principles of English Grammar.** Required of majors and minors in English. Majors and minors other than English should take English 391. Credit is not allowed for both courses. 3 hours.
301. **Introduction to Semantics.** A study of the nature of language, and of the emotional as well as of the intellectual content; an attempt to break down linguistic naivete and to develop a consciousness of the motives that underlie the use of language. 3 hours.
302. **English Literature to 1550,** A survey of English literature from the beginnings to 1550, covering the major writings in prose and verse of the Old and Middle English periods, and the historical background and study of popular medieval literary types. 3 hours.
303. **Development of the English Language.** A study of the place of English in the family of European languages and of its historical growth. Designed mainly for the general student. 4 hours.
308. **American Novel.** Emphasis on the works of Hawthorne, Melville, Crane, Lewis, and Cather. 4 hours.
312. **Folklore.** A study of the types of folklore, supplemented by wide reading in the field. Students expected to collect and classify examples from local lore. Basic text: *The Folktale* by Stith Thompson. 3 hours.
314. **Ideas in Seventeenth Century Literature.** Religious, scientific, political, and aesthetic trends in Seventeenth Century literature. 4 hours.
315. **Eighteenth Century Literature.** Neo-classicism and the genesis of the Romantic movement in poetry; in prose, selected masterpieces, with emphasis on the satirical and critical essay. 4 hours.
316. **A Survey of English Literature from 1550 to 1750.** Required of majors. Credit for 316 not given to students who already have credit for 201. 3 hours.
317. **A Survey of English Literature from 1750 to 1900.** Required of majors. Credit for 317 not given to students who already have credit for 202. 3 hours.
318. **A Survey of American Literature.** 4 hours.
319. **Survey of English Literature, 1550 to Present Time.** A survey of the prose and poetry of England from Elizabethan times and after, designed especially to meet the needs of the English minor. 5 hours.
320. **English Romantic Poetry, 1780 to 1830.** A survey of Romantic poetry, with emphasis on the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats. 4 hours.

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- 321. **Victorian Poetry, 1830 to 1880.** A survey of Victorian poetry, with intensive study of Tennyson, Browning, and Arnold. 4 hours.
 - 326. **Nineteenth Century Prose.** Representative writings of England's great prose age and, exclusive of fiction, their relationship to Nineteenth Century life and thought. 4 hours.
 - 330. **Modern British Poetry.** The tendencies in British poetry from 1880 to the present. 4 hours.
 - 335. **The Short Story.** A comparative study of the growth of the short story as a literary form. 4 hours.
 - 342. **Semantics.** The relation of thought to language; the study of language as it is used to sway emotions; fallacies in logic; the techniques of analysis of definition; metaphor; translation; methods of detecting abuses and misuses of language. 4 hours.
 - 354. **Development of the English Novel.** Representative novels from Defoe through Scott. 4 hours.
 - 355. **The Victorian Novel.** The work of the major English novelists from Dickens to Hardy. 4 hours.
 - 356. **The Novel Since 1900.** The work of novelists of various nations. Especially recommended for students not majoring in English. 4 hours.
 - 360. **English Drama to 1642.** Representative plays showing the development of the drama from its English beginnings to 1642. 4 hours.
 - 361. **Restoration and Eighteenth Century Drama.** Intensive reading of plays and special reports. 4 hours.
 - 362. **The Development of Tragic Drama from Aeschylus to the Present Time.** Principal tragic dramas and the shifting conceptions of tragic form and matter in the following ages: Ancient Greek, Roman, Renaissance, French Classical, Restoration, Eighteenth and early Nineteenth Centuries, and the contemporary. 4 hours.
 - 363. **Modern British Drama.** A survey of the drama since 1880, with intensive study of the most important plays after Ibsen. 4 hours.
 - 365. **Shakespeare.** Emphasis on the reading of the chief comedies, with supplementary background and biographical study. 4 hours.
 - 366. **Shakespeare.** A study of the chief tragedies, with extensive supplementary readings. 4 hours.
 - 369. **History of Literary Criticism.** The development of ideas and techniques of criticism, beginning with Aristotle and concluding with some English critics of the Nineteenth Century. 4 hours.
 - 370. **Milton.** The poetry of Milton, with emphasis on the forms, influences, and ethical values. 4 hours.
 - 377. **Comparative Literature, Twentieth Century.** Readings in fiction, poetry, and drama of the Twentieth Century, chiefly from the literatures of continental Europe—France, Germany, Scandinavia, Russia, etc. 4 hours.
 - 378. **Comparative Literature to the Renaissance.** A background, through lectures, for the appreciation of early European literature, with special emphasis on the classics of Greece and Rome; readings selected from translations of the works of Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Vergil, Terence, Dante, and others. 4 hours.

379. **Comparative Literature from the Time of the Renaissance to 1900.** Recent literature—other than English and American—in translations of the works of Rabelais, Cervantes, Voltaire, Rousseau, Goethe, Heine, Turgenev, Dostoyevsky, and others. 4 hours.
390. **Advanced Composition.** Expository writing, for the student to work at ideas and types of writing of special interest to him. 3 hours.
391. **Usage in Spoken and Written English.** Grammatical practice and the essentials of structural grammar; a review of the "common decencies". This course a prerequisite for student teaching, except for English majors and minors. 3 hours.
392. **Advanced Composition: Creative Writing.** Practice in writing narrative, poetic, and other art forms, with study of contemporary models. 4 hours.
402. **Chaucer.** A study of the works of Chaucer, with attention to their form and content, the poet's literary relationships, his role as social commentator, his Middle English language, and other aspects. 4 hours.
403. **The English Language.** An intensive study of the history of the English language with special emphasis on Middle English philology and the development of Modern English. Readings in Middle English literature. Knowledge of German a desirable preparation for the course. For English majors. 4 hours.
404. **Contemporary British and American Philology.** Development of modern British and American speech, with emphasis upon their historical growth and trends in their development. 4 hours.
405. **Modern American Poetry.** A study of the important poets since Whitman and of the major trends in poetry of the Twentieth Century. 4 hours.
406. **American Drama.** Rise of the theatre in America, a survey of the drama of the early period, and intensive reading of contemporary plays. 4 hours.
409. **The Medieval Story.** A comparative study in medieval Germanic and Romance narrative art. All readings in Modern English translation. 3 hours.
424. **English Renaissance.** A consideration of the expansion of learning of the age, as it is reflected in literature; of the poetic form and content; and of the development of prose and formlessness to artistry. 4 hours.
431. **The Eighteen-Nineties.** Studies in authors of the 1890's, English and American, course emphasizing one author one quarter, another author another quarter. 4 hours.
464. **Modern Continental Drama.** A survey of the continental drama of Europe since 1870; with intensive study of representative plays of Scandinavia, Russia, Germany, France, Italy, Spain, and Portugal; and with attention to movements toward romanticism, realism, expressionism, naturalism, etc. 4 hours.
467. **Studies in Prose Style.** Analysis of the methods used by prose writers to obtain aesthetic and emotional effects. Devices of rhetoric, grammar, rhythm, and vocabulary examined in both older and recent writers. 4 hours.
468. **Aesthetics of Literature.** A review of the basic principles of literary composition and appreciation, in the light of recent aesthetic theory. 4 hours.

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- 469. **Modern Criticism.** A study of recent critics and critical attitudes, with practice in writing criticism. 4 hours.
 - 485. **Problems in the Teaching of English.** Studies in the aims, methods, materials, tests, programs, and other aspects of English instruction in the high school; emphasis on literature or on composition, as the special interest of the class may dictate. 4 hours.
 - 492. **Advanced Creative Writing.** A laboratory course in creative writing. Prerequisite, English 392, or the consent of the instructor. 4 hours.
 - 500. **Materials and Methods of Research in English.** An examination of the principal tools of literary scholarship and a review of the more important studies and journals. Practice in the preparation of selective bibliographies and scholarly reports. 2 hours.
 - 501-5. **Individual American Writers.** Each course the intensive study of an American author; ideas and artistry and their sources considered, as well as national qualities and influence on succeeding generations; critical papers and research reports required of all students. In various terms, such authors as Poe, Emerson, Melville, Whitman, and Mark Twain studied. 4 hours.
 - 506. **Old English.** The elements of Old English grammar, with readings in the prose and poetry of the period. Credit for this course allowed only if the student also takes English 516. 4 hours.
 - 507. **Medieval Romances in English.** English metrical and prose romances illustrative of the most popular type of medieval narrative. 3 hours.
 - 508. **The Rise of Realism in American Fiction.** Extensive reading in American literature after the Civil War; local color, early realists, major realistic novelists, and early naturalists. 4 hours.
 - 509. **Seminar: Chaucer: His life, Times, and The Canterbury Tales.** Prerequisite, English 403, History 322. 4 hours.
 - 510. **Seminar: Chaucer: Troilus and Criseyde and the Minor Poems.** Prerequisite, English 509. 4 hours.
 - 511-13. **Seminar: Problems in Middle English Literature. Piers Plowman, Wycliff's tracts, Chaucerian, and other works reflecting Fourteenth-Century thought.** Prerequisite, English 403, History 322. 4 hours.
 - 514. **Problems in Seventeenth Century Literature.** Studies in the development of forms and ideas in Seventeenth Century literature. 4 hours.
 - 515. **Dr. Johnson and His Circle.** A study of personalities, critical attitudes, philosophical and political concepts, manners and customs of the Eighteenth Century, with special attention to the development of Romanticism. 4 hours.
 - 516. **Beowulf.** Study of the Old English epic. Continues from English 506 the study of grammar and forms. Examines the alliterative verse system of Old English poetry. 4 hours.
 - 517. **The Metaphysical Poets.** A study of the poetry of Donne, Herbert, Crashaw, Vaughn, and Traherne; their place in English poetry; their similarity to Twentieth-Century poets. 4 hours.
 - 520. **The Romantic Movement.** A study of (1) the English Romantic movement as reflected by recent findings; (2) the great works of the period and the causes which originated these works; and (3) the outstanding figures and their relationships. 4 hours.
 - 521-5. **Individual English Writers.** Intensive studies of individual English authors, the particular name for a given quarter to be announced in

the schedule for that quarter; emphasis to be on ideas, artistry, sources, literary relationships, national characteristics, etc.; research and reports required. 4 hours.

- 526-27. **Studies in the Victorian Essay.** Lectures, reading, research, and reports on the non-fiction prose of the mid-Nineteenth Century England. In 526, emphasis on the earlier part; in 527, on the later part of the period. 4 hours.
540. **The Essay.** Study of the growth and development of the essay from Sir Francis Bacon to the present, with some attention to American essayists. 4 hours.
545. **The Epic.** Studies in epic poetry and its influence: readings in Homer, Vergil, Dante, Milton, and selected novels and poems showing the more recent influence of the epic. 4 hours.
554. **Eighteenth-Century Novels.** A course seeking to discover the origins of the novel and its relation to other types of literature; to follow the development of the novel through the Eighteenth Century; and to study the early novel as an art form and a social instrument. 4 hours.
- 555-557. **Studies in the Victorian Novel.** Reading, research, and reports on the English fiction from 1830 to 1900. The first course dealing with fiction to about 1860; the second, with fiction to 1900. 4 hours.
560. **Elizabethan Drama.** A wide reading of plays of Elizabethan dramatists, with attention to their indebtedness to the guilds, classical influences, prose romances, English history, and contemporary manners and vices; the Puritan attacks; the deterioration of drama; and the scholarship relating to the period. 4 hours.
561. **The Restoration and Eighteenth-Century Drama.** A study of the English drama from the Restoration to 1800; the European influences; the reflection of the times; the drama after the Collier attack; the comedies of Goldsmith and Sheridan; and the scholarship related to this drama. 4 hours.
562. **The Development of the Tragic Drama from Aeschylus to the Present Time.** A study of the tragic drama, and of the changing conceptions of the form and idea of tragedy through the ages. 4 hours.
566. **Shakespeare.** A review of the works of Shakespeare, together with extensive work in the scholarship that has accumulated on the subject, with emphasis upon the times of Shakespeare, his sources, language, versification, and other problems. 4 hours.
577. **Naturalism in the Novel and the Drama.** Studies in philosophical and literary naturalism, with emphasis upon literature since 1900: readings in French and Russian novels, and in modern American and British novels and dramas. 4 hours.
580. **Traditional Themes in Literature.** An examination of the use of persistent themes and legends in literature, to discover varying qualities of the ages, nations, and individual writers involved. Consideration of such topics as King Arthur, Faust, Utopia, and the like. 4 hours.

FOREIGN LANGUAGES

Professor Peacock (Chairman); Associate Professors Barry, Davis, Hartwig; Assistant Professors Neufeld, Smith.

For a major in a language, a student in the College of Education must complete 36 hours exclusive of 101, 102, and 103; a student in the College of Liberal Arts and Sciences, 42 hours, exclusive of 101, 102, and 103. A 48-hour major is available for either college. At least one English and one

History course numbered 300 or above should supplement the language major.

A minor consists of 24 hours of the language, exclusive of 101, 102, and 103.

101 and 102 will not be counted as electives toward graduation for any student unless 103 is also completed.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
For. Lang.	4	For. Lang.	4	For. Lang.	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. or Physics..	4-5	Chem. or Math....	4	Math. or Physics...	4-5
History	5	Sociology	5	Govt.	5
P. E.	1	P. E.	1	P. E.	1
	<hr/> 17-18		<hr/> 17		<hr/> 17-18

Sophomore Year

For. Lang.	2	For. Lang.	3	For. Lang.	3
Bus. 102	3	Bot. or Zoo.....	5	Art or Music.....	3
Econ. or Geog....	5	Eng. 212	3	Health Ed.	4
Eng. 209	3	P. E.	1	P. E.	1
P. E.	1	Electives	4	Electives	5
	<hr/> 15		<hr/> 16		<hr/> 16

Junior Year

For. Lang.	4	For. Lang.	9	For. Lang.	4
Educ. 205	4	Educ. 305	4	Educ. 315	4
Eng. 300 or 391 or..	3	History	3	English	4
Speech	4			Electives	4
Electives	6		<hr/> 16		<hr/> 16
	<hr/> 17-18				

Senior Year

For. Lang.	4	For. Lang.	3	For. Lang.	3
Educ. 331	4	Stud. Tchg.	12	Educ. 310	4
Electives	8		<hr/> 15	Electives	8
	<hr/> 16				<hr/> 15

Students who offer high school work in the foreign language for college entrance will not need to take the 12 hours listed in the first year and can apply that time on the two academic minors required by the College of Education. Minors of 24 hours to accompany a foreign language major are accepted from any academic field.

The curriculum for foreign language majors in the College of Liberal Arts and Sciences follows the above schedule except for the following:

1. Six hours of additional work in the major field are required.
2. The 32 hours allotted to education and student teaching not required in the College of Liberal Arts and Sciences may be applied to the development of a 48-hour major or to a minor field.
3. Four hours of psychology or philosophy must be included.

Graduate majors and minors are offered in French and Spanish for the degrees of Master of Arts, Master of Science, and Master of Science in Education. Similar majors and minors in German and Latin will be offered on demand.

French

101, 102, 103. Elementary Course. Grammar; pronunciation; composition; conversation; reading of modern prose. 101 open to students who have had no previous work in French. Prerequisite for 102: 101, or one year of high school French. 3 hours each.

- 101c, 102c, 103c. **French Conversation.** Courses in conversation and oral drill taken with French 101, 102, 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections. 1 hour each.
- 151, 152, 153. **Intermediate Composition and Reading.** Grammar; composition; oral practice; rapid reading on modern authors. Prerequisites, 103, or two years of high school French. 3 hours each.
- 201, 202, 203. **Survey of French Literature.** A study of the important currents of French literature from the beginning to the present time. Outside reading reports. One hour each week devoted to French composition. Prerequisite, 153. 4 hours each.
220. **French Conversation.** Conversation based largely on topics of current interest chosen from French newspapers and reviews. Prerequisite, 151, or three years of high school French. 2-6 hours.
301. **The French Novel of the Eighteenth and Nineteenth Centuries.** Lectures, collateral reading, and reports. Prerequisite, 203. 3 hours.
302. **Seventeenth and Eighteenth Century Drama.** Intensive study of Corneille, Racine, Molière, Lesage, Voltaire, Marivaux, and Beaumarchais. Outside reading of minor dramatists. Prerequisite, 203. 3 hours.
303. **French Lyric Poetry.** French versification; Romantic, Parnassian, and Symbolist schools; contemporary poets. Weekly reports on outside reading. Prerequisite, 203. 3 hours.
304. **French Contemporary Novel.** Study of the novel from 1889 to the present, with emphasis on the symbolistic, regional, psychological, and sociological novels. Detailed study of Proust or Gide. Prerequisite, 203. 3 hours.
305. **French Contemporary Drama.** Study of French Drama from Dumas fils to the present, with emphasis on the *pièce à thèse*, the *théâtre libre*, symbolistic drama, and the drama of modern social problems. Prerequisite, 203. 3 hours.
340. **French Literature of the Sixteenth Century.** Rabelais, Montaigne, the memoir writers, Marot, the Pleiade, and d'Aubigny. Prerequisite, 203. 2 hours.
351. **Advanced Composition.** Rapid grammar review; study of idiomatic construction; weekly themes. Course conducted in French. Prerequisite, 203. 4 hours.
352. **French Conversation and Phonetics.** A thorough study of the phonetic alphabet and of the formation of French sounds. Course conducted in French. Prerequisite, 203. 5 hours.
353. **Advanced Composition and Conversation.** Oral and written composition of a practical nature for advanced students; intensive study of idiomatic expression and current usage. Prerequisites, 351 and 352. 4 hours.
440. **French Poetry of the Renaissance.** A study of the development of French poetry from 1550 to 1600. 2 hours.
500. **Seminar in Contemporary French Literature.** Intensive study of the "roman fleuve" as exemplified in the works of Duhamel, Martin du Gard, and Romans. 2 hours.
501. **Seminar on a Selected French Author.** Intensive study of one author—his life, his work, and his place in the literary and cultural developments of civilization. 2 hours.

509. **French Literature from 1800 to 1850.** A study of Romanticism in French Literature and its relation to the general European Romantic movement. 4 hours.
510. **French Literature from 1850 to 1900.** 4 hours.
511. **Twentieth Century French Drama.** A study of French drama from 1900 to the present. 3 hours.
520. **Graduate Composition and Diction.** Composition based on study of contemporary French authors; individual work in pronunciation and diction to be determined by entrance tests. 4 hours.

German

- 101, 102, 103. **Elementary Course.** Pronunciation; grammar; conversation; composition; class and collateral reading. 101 open to students who have had no previous work in German; 102 open to those who have had 101, or one year of high school German. 3 hours each.
- 101c, 102c, 103c. **German Conversation.** These courses in conversation and oral drill taken with German 101, 102, 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections. 1 hour each.
- 151, 152, 153. **Intermediate Course.** Grammar review and expansion; reading in modern prose; conversation and composition. Two periods a week devoted to literature, and one to grammar and composition. Prerequisite, 103, or two years of high school German. 3 hours each.
- 201, 202. **Introduction to German Classical Literature.** Lessing, Goethe, Schiller, reading and discussion of representative works. One hour a week devoted to German composition. Courses conducted in German if preferred. 4 hours each.
203. **German Drama in the Nineteenth Century.** Kleist, Grillparzer, Hebbel; reading and discussion of representative works. One hour devoted to German composition. Course conducted in German. 4 hours.
251. **Scientific German.** Study of vocabulary and sentence constructions as found in the German readings on popular sciences. Prerequisite, 152 or equivalent. 4 hours.
- 301, 302. **Survey of German Literature to 1800.** The historical development of German literature; lectures; reading of representative authors; discussion; themes. Courses conducted in German. 4 hours each.
303. **German Novelle in the Nineteenth Century.** A study of representative works from 1800 to 1900, with emphasis on the literary movements of that time. 4 hours.
304. **Aufsatze and Sprechübungen.** Advanced composition and conversation. Required for prospective teachers of German. 5 hours.
401. **Goethe's Faust, Part I.** The Faust legend and early Faust books and plays: the genesis of Goethe's Faust; reading of Part I. Lectures, reports. 2 hours.
402. **Goethe's Faust, Part II.** Reading of Part II; study of symbolisms, such as Part II's blending of paganism with Christianity, ancient Greek culture with Germanic culture, Helen's Classicism with Faust's Romanticism, etc. Lectures, reports. 2 hours.
403. **German Ballads and Lyrics.** A selective study of the foremost examples of German balladry and lyric poetry, ranging from the poetry of Klopstock and Burger to that of Rilke and Werfel. Lectures, recitations. 3 hours.

410. **Middle High German I.** Study of the grammar and selective readings in such national epic poems of the Middle High German Period as the *Nibelungen Lied* and *Gudrun*. Lectures, reports. 3 hours.
411. **Middle High German II.** Study of the courtly epic poetry of such representative authors as Wolfram von Eschenbach, Gottfried von Strassburg, Hartmann von Aue, etc., and the lyric poetry of Walther von der Vogelweide. Lectures, reports. 3 hours.
500. **Seminar in Contemporary German Literature.** Intensive study of the works of representative German authors, with special reference to the correlation existing between literary expression and social, economic, and political conditions since 1900. Lectures, outside readings, reports. 2 hours.
501. **Seminar on a Selected German Author.** Intensive study of one author: his life, his work, and his place in the literary and cultural development of civilization. Lectures, outside readings, reports. 2 hours.
- 510, 511, 512. **Thesis or Research in German Literature.** For students who are writing a thesis or making an advanced graduate study of some phase of German literature. Lectures, compilation of bibliographies, other research techniques, papers. 2 to 4 hours each (maximum of 9 hours).

Greek

- 101, 102, 103. **Elementary Course.** Grammar emphasized in the first quarter, and reading of an actual text begun in the second. The text selected, usually the New Testament. 4 hours each.

Latin

- 101, 102, 103. **Elementary Course.** Grammar, composition, reading of simple prose; English derivatives and cognates stressed. 101 open to students who have had no previous work in Latin. Prerequisite for 102: 101, or one year of high school Latin. 3 hours each.
151. **Intermediate Composition.** Useful for teachers and a convenient review for students. Prerequisite, 103, or two years of high school Latin. 4 hours.
152. **Cicero's Essays.** De Senectute and part of De Amicitia. Prerequisite as for 151. 4 hours.
153. **Livy.** Books I and XXI. Prerequisite as for 151. 4 hours.
201. **Phormio of Terence.** Prerequisite, 153, or equivalent. 4 hours.
202. **Horace's Odes and Epodes.** Prerequisite, 153, or equivalent.
203. **Letters of Pliny.** Prerequisite, 153, or equivalent. 4 hours.
301. **Cicero's Letters.** Emphasis laid upon the history of the times and the personality of Cicero. Prerequisite, 203, or equivalent. 4 hours.
302. **Vergil's Eclogues and Georgics.** Hexameter carefully studied; Vergil's spirit and contribution to Rome considered. Prerequisite as for 301. 4 hours.
303. **Tacitus.** The Agricola and Germania. Prerequisite as for 301. 4 hours.
304. **Private Life of the Romans.** A course comprising a personal study of the average family; housing, food, and clothing; marriage, education, amusements, slaves, and freedom; means of livelihood; death and burial. Open to all students, whether they have had Latin or not. 2 hours.

The following courses are given in the summer, the selection being rotated to suit the needs of the students:

- 225. **Selections from Historians.** 4 hours.
- 226. **Ovid's Metamorphoses.** 4 hours.
- 227. **Orations of Cicero.** Supplementary to high school work. 4 hours.
- 335. **Vergil's Aeneid.** Books VII-XII. 4 hours.
- 341. **The Teaching of Latin.** A dicussion and training course for teachers. 4 hours.
- 342. **Advanced Composition.** A careful study based on classic prose-writers. 4 hours.

Portuguese

- 100. **Introductory Course.** Especially for Spanish majors and minors; open to students who have completed Spanish 153, and to others by consent of the instructor. 5 hours.

Russian

- 101, 102, 103. **Elementary Course.** Pronunciation; outlines of declensions and conjugations; reading of elementary texts; selection of basic roots; analysis of prefixation and suffixation; oral practice; composition. 3 hours each.
- 101c, 102c, 103c. **Russian Conversation.** These courses in conversation and oral drill taken with Russian 101, 102, 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning section. 1 hour each.
- 151, 152, 153. **Intermediate Course.** Reading of selections from Russian literature; advanced conversation and composition. 3 hours each.
- 201, 202, 203. **Survey of Modern Russian Literature.** Reading of works of Gogol, Lermontov, Tolstoy, Dostoyevsky, Checkhov, Pushkin. 4 hours each.
- 251. **Scientific Russian.** Study of vocabulary and sentence constructions as found in Russian readings on popular sciences. Prerequisite, 152 or equivalent. 4 hours.

Spanish

- 101, 102, 103. **Elementary Course.** Grammar; pronunciation; composition; conversation; reading of simple prose. 101 open to students who have had no previous work in Spanish. Prerequisite for 102: 101, or one year of high school Spanish. 3 hours each.
- 101c, 102c, 103c. **Spanish Conversation.** Courses in conversation and oral drill to be taken with Spanish 101, 102, or 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections. 1 hour each.
- 151, 152, 153. **Intermediate Composition and Reading.** Grammar review, composition, oral practice, rapid reading of modern authors. Prerequisite, 103, or two years of high school Spanish. 3 hours each.
- 201, 202, 203. **Survey of Spanish Literature.** A survey, continuing down to the present day. Lectures and reading of representative authors. Composition one day a week. Prerequisite, 153. 4 hours each.

220. **Spanish Conversation.** Conversation based on topics of current interest; extensive use of records for comparison and imitation. 2-6 hours.
301. **Spanish Novel of the 19th and 20th Centuries.** Study of representative novels and authors from the Regionalists to the present time. Prerequisite, 203. 3 hours.
302. **Spanish Drama of the 18th and 19th Centuries.** Reading of selected plays of the chief dramatists from Moratin to the generation of 1898. Prerequisite, 203. 3 hours.
315. **Arte y Cultura.** Conducted in Spanish. Informal class discussions of reports by students on present day topics relating to the life and interests of Latin America and Spain; extensive use of films. Prerequisites, 220, or consent of instructor. 3 hours.
333. **Spanish American Literature.** Survey of Spanish literature in America from the conquest to modern times. Required of Spanish majors. Prerequisite, 203, or consent of instructor. 3 hours.
340. **The Golden Age (The Dramatists).** Extensive individual reading of the plays of Lope de Vega, Calderon, Tirso, Ruiz de Alarcon, and others, with class reports and intensive study of some one dramatist. Prerequisite, 203, or consent of instructor. 3 hours.
345. **Cervantes.** Study of the life of the author and of the *Quijote*, with reference to style and source of materials. Comparative reports on the *novelas* and other works. Prerequisite, 203, or consent of instructor. 4 hours.
351. **Advanced Composition.** Daily themes based on Spanish models, with free composition once a week. Class discussions. Prerequisite, 203. 3 hours.
415. **Spanish Phonetics.** Analysis of the sounds of Spanish, their manner of production, and special drill in connected passages of prose and poetry. 3 hours.
500. **Seminar in Latin American Literature.** Intensive study of the modern novel in Latin America as an expression of social and cultural movements. Outside readings and class discussions. 2 hours.
501. **Seminar on a Selected Spanish Author.** Intensive study of one author, his life, his works, and his relationships to the literary and social currents of his time. 2 hours.
505. **The Picaresque Novel.** Class study of the *Lazarillo*, and collateral readings of the other masterpieces of this genre. 3 hours.
506. **The Renaissance.** A study of the literature of the Renaissance in Spain, including the drama, the novel, the lyric poetry, and the histories of the Indies. 3 hours.
520. **Composition y Gramatica.** Free composition, based upon analysis of the style of contemporary Spanish authors, with special reference to grammatical constructions. Special projects in grammar undertaken. 4 hours.
525. **The Spanish Ballads.** The *romance* studied as part of the literature and folklore of Spain and the New World. 3 hours.
530. **Latin American Poetry.** Study of the modern trends in the poetry of Latin America as a whole, with emphasis on its international aspect and its relation to other literary forms. Prerequisite, 333, or consent of instructor. 3 hours.

Romance Philology

- 410. **Romance Philology I.** A survey of the phonology, morphology, and syntax changes in Romance languages in general; special attention to developments in French and Spanish for majors in these fields. 4 hours.
- 514. **Romance Philology II.** Studies in syntax of Old French and Old Spanish, with special problems in the field of the student's major interest. 4 hours.
- 515. **Readings in Romance.** Selected readings in the literature of Old French and Old Spanish, with emphasis upon the student's major field. Prerequisite, Romance Philology 410, or equivalent. 4 hours.
- 516. **Arthurian Romance.** Intensive readings in the Arthurian Romances in the field of the student's major interest (French or Spanish) with reference to the *genre* as a whole. Prerequisite, Romance Philology 410, or equivalent. 4 hours.

GEOGRAPHY AND GEOLOGY

Associate Professors Cunningham (Chairman), Harris, Shank; Assistant Professors Krause, Price; Instructor Beimfohr.

A student interested may take his major work in the field of geography in either the College of Education or the College of Liberal Arts and Sciences, depending upon his objective:

1. In the College of Education, for preparation to teach geography in the elementary or secondary schools, or (with further preparation) in the junior college; or as a part of preparation to teach either social science or physical science in the elementary or secondary schools.
2. In the College of Liberal Arts and Sciences, for a thorough knowledge of geography, in preparation for civil service appointment as geographer, or for meeting demands of private organizations requiring the services of geographers.

In the College of Liberal Arts and Sciences, the student majoring in geography needs to present a minor in another field. Forty-two hours of geography are required for a major; twenty-four hours are required for a minor.

In the College of Education, forty-eight hours of geography are required for a major if the student offers only one minor; only thirty-six hours are required for the major if he offers two minors. Twenty-four hours are required for a minor.

One year of foreign language will be required of all geography majors enrolled in the College of Education.

Persons who expect to teach in the elementary school are urged to take at least a minor in geography, which must include Geography 100 and 101.

Those expecting to teach high school commercial or economic geography with a medium preparation must have twelve quarter hours of college geography. Students should meet this requirement by taking Geography 100, 201, 324, and 405.

Those expecting to teach high school physical geography with a medium preparation must have eighteen quarter hours in college physical geography. Students should meet this requirement by taking Geography 101, 220, 310, and any other physical geography subject (see list below).

Classification of Geography courses:

- Physical: 101, 201, 220, 221, 222, 303, 306, 310, 311, 331, 406, 407, 430.
- Social: 100, 210, 210B, 312, 317, 319, 324, 328, 345, 405, 408, 409, 424, 460.
- State, Regional, or Continental: 313, 314, 315, 316, 318, 320, 321, 401, 402, 450-455.
- Educational: 341, 423.

Geography 100, 101, and 210 are required of all geography majors and minors.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Geog. 100	5	Geog. 101	5	Govt. 101	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 106	4	Math. 107	4	Chem. or Physics 101	4
P. E.	1-2	Art 120	3	Health Ed. 202	4
Electives	3	P. E.	1-2	P. E.	1-2
	<hr/> 16-17		<hr/> 16-17		<hr/> 17-18

Sophomore Year

Educ. 205	4	Geog. 210	4	Geog. Electives	3
Foreign Language ..	3	Foreign Language ..	3	Foreign Language ..	3
Hist. 201 or 202....	5	Economics	5	Soc. 101	5
Eng. 205, 206, 209, 211 or 212.....	3	Eng. 205, 206, 209, 211 or 212.....	3	Bot. 101, 202 or Zool. 101 or 105..	5
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
	<hr/> 15-16		<hr/> 15-16		<hr/> 16-17

Junior Year

Geog. 314	4	Geog. 315	4	Geog. 324	4
Educ. 305	4	Educ. 310	4	Educ. 315	4
Electives	8	Agric. 204	5	Electives	8
	<hr/> 16		<hr/> 16		<hr/> 16

Senior Year

Geog. 319	4	Geog. 460	2	Geog. Electives ...	4
Educ. 331	4	Geog. Electives	2	Student Teaching ..	4
Student Teaching ..	4	Student Teaching ..	4	Electives	8
Electives	4	Electives	8		<hr/> 16
	<hr/> 16		<hr/> 16		

The above schedule is based on a minimum of 36 hours for a major in geography. Electives should be chosen in such way that a student will have a minor of 24 hours in a field outside the social studies.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Geog. 100	5	Geog. 101	5	Govt. 101 or 231....	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 106 or Physics 101	4	Chem. 101	4	Chem. 102	4
Art 120 or Music 100	3	P. E.	1-2	Health Ed. 202	4
P. E.	1-2		<hr/> 13-14	P. E.	1-2
	<hr/> 16-17				<hr/> 17-18

Sophomore Year

Hist. 201 or 202....	5	Geog. 210	4	Geog. Electives	4
Foreign Language..	3	Foreign Language..	3	Foreign Language..	3
Eng. 205, 206, 209, 211 or 212.....	3	Eng. 205, 206, 209, 211 or 212.....	3	Econ. 205	5
Bot. 101, 202 or Zool. 101, 105....	5	Agric. 204	5	Soc. 101	5
P. E. (Women)....	1	P. E. (Women)....	1	P. E. (Women)....	1
	<hr/> 16-17		<hr/> 15-16		<hr/> 17-18

Junior Year		
Geog. Electives ... 4	Geog. Electives ... 4	Geog. Electives ... 4
Educ. 206 or Phil. 316 4	Electives 12	Electives 12
Electives 8		
	<u>16</u>	<u>16</u>
Senior Year		
Geog. Electives ... 4	Geog. 460 2	Geog. Electives ... 4
Electives 12	Geog. Electives 2	Electives 12
	<u>16</u>	<u>16</u>

The above schedule is based on a minimum of 42 hours for a major in geography. Electives should be chosen in such way that a minimum of at least 24 hours is completed in one subject.

100. **Global Geography.** A survey of the physical and cultural patterns of the world and their interrelationships. Satisfies the geography requirements in the College of Liberal Arts and Sciences. 5 hours.
- 101 (205). **Physical Geography.** For students who plan to teach nature study, natural science, social science, general science, or geography. Units on landforms, soil, waterbodies, minerals, native plant life, native animal life, direction and distance, and the universe. Interpretation of these physical phenomena as to their influence upon each other and upon the four geographical cultural factors; illustration of a great variety of visual education methods. One major field trip required. Prerequisite, Geography 100. 5 hours.
201. **Soil Geology.** A study of the genesis of soils. Includes a study of rocks and rock-forming minerals, the basic principles of rock weathering and erosion, the effects of climate and parent material on soil formation, and the origin and functions of soil colloids. Designed for agriculture majors and others especially interested in soil-forming processes. 4 hours.
210. **Economic Geography.** A study of the world distribution of types of activity and industries, such as hunting, fishing, lumbering, grazing, farming, mining, manufacturing, transportation, and trade. Prerequisites, Geography 100 or 101. 4 hours.
211. **Economic Geography.** Similar to Geography 210 except beginning with a survey of the physical elements of the environment before making a study of the world distribution of types of activities and industries. Open only to students majoring in Business Administration; not open to students who have had Geography 100, except under certain conditions approved by the Chairman of the Department. 5 hours.
- 220 (300). **Physical Geology.** The materials composing the earth and the agencies and processes involved in the present physical condition of the earth's surface. Stress of practical problems that man must face in the use of the earth, such as cultivation, construction, and drainage. Laboratory and field work required. 5 hours.
- 221 (302). **Historical Geology.** Presents in chronological order the procession of physical and biotic changes through which the earth has passed. Includes not only the physical history of the earth, but the evolution of life forms as evidenced by fossil records. Prerequisite, Geology 220, or permission of the instructor. An elementary course in Zoology or Botany also recommended for preparation. 5 hours.
222. **Minerals and Rocks.** A course designed to acquaint students with the more important minerals and rocks, for the purpose of developing an appreciation of both as they have helped to shape the economic

- development of regions or political units. Prerequisites, Geology 220 and 221. 5 hours.
303. **Economic Geology.** Study of the world's mineral resources, their geologic origins, their world distribution, the methods of production and processing, and the economic problems resulting from their utilization. Prerequisite, Geology 220. 4 hours.
306. **Map and Aerial Photo Reading.** Teaches students the source and use of military and civilian maps, charts, graphs, and aerial photographs. Laboratory and field work required. Prerequisite, Geography 100. 3 or 4 hours.
310. **Meteorology.** Study of weather conditions in detail, as to their origin, their changes, the factors and laws influencing them, and their influence upon man. Emphasis placed equally upon the theoretical side and upon subject matter which will be practical to aviators, farmers, and urban dwellers. Prerequisite, Geography 100. 4 hours.
311. **The Geography of Soils.** Study of the world-wide distribution of soils, with particular emphasis upon those of the United States. Stress placed upon the reasons for the major soil types. Course concluding with a study of the agricultural pattern as it relates to the various groups of soils, and with the many problems related to the use, misuse, and abuse of the soils. Prerequisite, Geography 100. 4 hours.
312. **Ecological Crop Geography.** The ecological phases of crop production and distribution. Course dealing specifically with (a) the social environment of crop plants, (b) a generalized study of the physiological environment, (c) the separate ecological factors of moisture, water, temperature, light, soil, and air, (d) the actual geographical distribution of crop plants. Prerequisite, Geography 100. 5 hours.
313. **Geography of Illinois.** Intensive regional study of Illinois and of contiguous areas outside the State where geography is closely related to that of Illinois. Prerequisites, Geography 100 and 101. 3 hours.
314. **Geography of Anglo-America.** A systematic regional treatment of North America, north of Mexico. Special emphasis given to a study of man's adjustment to his natural environment and to economic, political, and cultural problems. Prerequisite, Geography 100. 4 hours.
315. **Geography of Europe.** An intensive study of regions of Europe with stress upon the description, interpretation, utilization, and interdependence of these regions. Consideration of present and possible future significance of the continent. Prerequisite, Geography 100. 4 hours.
316. **Geography of Latin America.** A study of the regions and resources of the Latin American countries as they relate to national and international problems. Prerequisite, Geography 100. 4 hours.
318. **Geography of Asia.** Life conditions and economic development as influenced by location, climate, relief, size, shape, and other natural conditions. Prerequisite, Geography 100. 4 hours.
319. **Historical Geography of the United States.** A study of geographic influences upon the discovery, exploration, settlement, and development of the United States. Emphasis placed upon the physical setting, the western migrations, and the adjustments and maladjustments of American society to earth conditions and resources. Prerequisites, Geography 100 and 101. 4 hours.
320. **Geography of Africa.** Life conditions as influenced by location, relief, climate, soils, and minerals; the vast mineral resources and the rapid development of South Africa; the ascendancy of European influence in Africa. Prerequisite, Geography 100. 4 hours.

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321. **Australia.** A study of the only continent which lies wholly in the Southern Hemisphere; its unusual climatic and economic conditions; its importance in the British Empire; and its vital place in the economic and political life of the Pacific. Prerequisite, Geography 100. 2 hours.
- 324 (325). **Restoration and Conservation of Natural Resources.** (Economics or Sociology 324.) A course including a survey of the major resources of the United States, the history of their exploration, and their influence on the development of the nation; the problems of their conservation and restoration, especially water, mineral, forest, grass, soil, and wildlife resources. State and national Resource Planning Boards reports used. Prerequisite, Geography 100. 4 hours.
331. **Principles of Geomorphology.** A course dealing clearly with the fundamental principles of geomorphology, giving precise definitions and describing and illustrating land forms in an interesting and effective way. Emphasis placed upon the composition and structure of the rocks of the earth as well as upon the processes of weathering, erosion, diastrophism, and volcanism that singly or together change the land surface. Prerequisites, Geography 100 and 101. 4 hours.
341. **The Teaching of Geography.** A course designed to meet the needs of those who expect to teach geography either in the elementary or in the secondary schools. Various methods of teaching geography studied and evaluated: each student given an opportunity to become acquainted with the geographic literature, the materials usable in the teaching of geography, and the many teaching devices available—as all of these are related to his particular problem. 3 hours.
345. **Political Geography of World Problems.** An integrated study of the political and geographical structure of the world and of its relation to the political affairs of the United States. Emphasis placed on interdependence and on the relations of natural resources and geographic factors to present political policies. Prerequisite, Geography 100. 4 hours.
401. **Monsoonal Asia.** A topical and regional study of the wet lands of Asia. A course designed not only to give the student a realistic understanding of the various areas of Monsoonal Asia, but also to show how this vast area, containing almost two-thirds of the world's population, is related politically and economically to the rest of the world. Special attention focused on our occupation policy in Japan; internal civil strife in China; the movements toward independence in British India, the Dutch East Indies, and French Indo-China; and the now independent Philippines. Prerequisites, Geography 100, 101, and 210. 4 or 5 hours.
402. **Russia and Southwestern Asia.** A study of the U.S.S.R. and the area often termed the Near East, based on both a topical and a regional approach. An attempt made to obtain an accurate appraisal of the natural resources base of Russia, as well as an estimate of her industrial and agricultural strength. Political problems of the U.S.S.R. as they are related to the elements of the geographic environment. Effort directed particularly toward the problems associated with Palestine, in Southwestern Asia, and toward those associated with oil exploitation in Iraq, Iran, and Saudi Arabia. Prerequisites, Geography 100, 101, and 210. 4 or 5 hours.
405. **Advanced Economic Geography.** A study of the areal differentiation of the earth's economic life as reflected in the production movement, and consumption of raw materials, agricultural products, and commodities of industry in national and international trade. Hindrances and barriers to interstate and foreign trade examined, as well as current efforts to ease restrictions. Prerequisites, Geography 100, 101, and 210. 4 or 5 hours.

406. **Cartography and Graphics.** Critical supervision in the construction and reproduction of maps and charts used in reports, theses, and various publications. 3 or 4 hours.
407. **Climates of the World.** A study of the principles of climatology of world climates and the physical bases for the differentiation of climatic types. Prerequisites, Geography 100 and 310. 4 hours.
408. **Geography of Airways and Air Traffic.** Geographic description and interpretation of the airlines of the world, their present and potential traffic, and their economic, political, and social significance. Prerequisites, Geography 100, 101, and 210. 3 or 4 hours.
409. **Trade Centers and Trade Routes.** An intensive survey dealing with the evolution of trade centers and trade routes. Considerable time spent on problems encountered in urban and regional planning. Prerequisites, Geography 100, 101, and 210. 4 hours.
423. **Special Methods and Problems in Geography.** A research-methods course offered primarily for teachers of geography, earth science, and allied subjects. Special problems studied from the two standpoints of pure research and teaching method. 3 or 4 hours.
424. **Methods and Problems in Resource-Use and Conservation.** A research-methods course offered primarily for teachers of conservation or allied subjects. Selection of special problems which have not been covered in the subject matter courses or in education courses. Prerequisites, Geography 100 and 210. 3 or 4 hours.
430. **Physiographic Provinces of North America.** A course designed to give the student an intelligent appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Prerequisites, Geography 100 and 101, Geology 220 or Geomorphology 331. 4 hours.
- 450-455. **Regional Field Courses.** Courses designed to give students first-hand knowledge of various areas of the world. Travel generally by bus. Prior to departure a week of intensive supervised study, on the campus, made of the region to be visited. A satisfactory written report required by the instructor in charge, within six weeks after trip has been completed. Prerequisites, Geography 100, 101, and 210. 3 to 5 hours credit, depending upon length of trip. (No student may earn more than ten hours' credit toward a major in geography in regional field courses.)
460. **Current Geographical Journals.** Course designed to acquaint students with the leading journals in the field of geography. Each student enrolled in course to report content of certain recent or current issues. Class meets for one period of two hours each week. Required of all geography majors. Prerequisite, 14 hours of geography. 2 hours.
- 500-510. **Pro-Seminar.** An introduction to the theory and techniques of research in geography. 2-4 hours.
511. **Philosophy of Geography.** A course to acquaint the student with the history and philosophies of geography as illustrated by various types and sources of literature. Emphasis placed upon the role of geography in the social studies. 3 or 4 hours.
512. **Geography of the Caribbean Lands.** A topical and regional study of the lands bordering the Caribbean, with a view of creating a basis for an understanding of the problems of the people as they are related to their own environments, to the rest of the world, and particularly to the United States. Prerequisites, Geography 100, 101, and 210. 3 or 4 hours.

515. **Field Work Techniques.** A course to give the student field experience in observing, recording, mapping, photographing, and studying geography out of doors. Various field techniques and instruments employed in working out geographic projects. Prerequisites, Geography 100, 101, and 210. 3 or 4 hours.
520. **Seminar in Population Distribution.** An intensive study of problems in the distribution of population. A detailed and comprehensive study made of regions where population problems have become acute. Each student to select one area for intensive research. 4 hours.
521. **Seminar in Industrial Geography.** A comprehensive study of some of the many problems in industrial geography as they are conditioned by the elements of the geographic environment. 4 hours.
- 526-530. **Readings in Geography.** Supervised readings in selected subjects. Hours and credits to be arranged.
599. **Thesis.** 2-6 hours.

GOVERNMENT

Professors Alexander, Swartz (Chairman); Associate Professors Klingberfi, Morton, Turner; Assistant Professor McGrath.

An undergraduate major for a student in the College of Education consists of thirty-six quarter hours; for a student in the College of Liberal Arts and Sciences, forty-two quarter hours. For a minor, twenty-four quarter hours are required in both Colleges.

A major or minor is recommended for those wishing to teach civics or government courses, and for those wishing to qualify for the study of law.

Senior-college students may be permitted to take advanced undergraduate courses in government without any other prerequisites.

Students majoring in government are urged to take as much work as possible in other social science departments, with at least one minor in a related field.

Students planning to take graduate work in government beyond the Master's degree should acquire a reading knowledge of both French and German.

The department offers majors and minors leading to the degrees, Master of Arts and Master of Science in Education.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Govt. 101	5	Govt. 102	3	Govt. 103	2
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120 or Music 100	3	Geog. 100	5	Econ. 205	5
French, German, or		French, German, or		French, German, or	
Spanish 101	3	Spanish 102	3	Spanish 103	3
P. E.	1-2	P. E.	1-2	P. E.	1-2
	15-16		15-16		14-15

Sophomore Year

Govt. 231	5	Eng. 212	3	Govt. 232	3
Eng. 209	3	Math. 106	4	H. Ed. 202	4
Hist. 202	5	Zool. 101 or		Math. 120	4
Physics, or		Bot. 101	5	Soc. 101	5
Chem. 101	4	P. E. (Women)	1	P. E. (Women)	1
P. E. (Women)	1	Electives*	3-5		
	17-18		15-18		16-17

Junior Year			
Govt. 360	5	Govt. 370	4
Educ. 205	4	Educ. 305	4
Eng. 300 or 391....	3	Electives*	7-9
Electives*	3-5		
		<u>15-17</u>	
	15-17		
Senior Year			
Govt. 390	4	Govt. 467	3
Govt. 466	3	Educ. 331	4
Educ. 315	4	Stud. Tchg.	4
Electives*	4-6	Electives*	4-6
	15-17		
		<u>15-16</u>	
			15-17

*Unless a student has had work in one of the areas in high school, he must take a total of 3 quarter hours of work in agriculture, business administration, home economics, or industrial arts.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Govt. 101	5	Govt. 102	3	Govt. 103	3
Eng. 120 or Music 100	3	Eng. 102	3	Eng. 103	3
French, German, or Spanish 101	3	Geog. 100	5	Econ. 205	5
P. E.	1-2	French, German, or Spanish 102	3	French, German, or Spanish 103	3
		P. E.	1-2	P. E.	1-2
	<u>15-16</u>		<u>15-16</u>		14-15

Sophomore Year

Govt. 231	5	Bot. or Zool. 101 ..	5	Govt. 232	3
Eng. 209	3	Eng. 212	3	H. Ed. 202	4
Hist. 202	5	Math. 106	4	Math. 120	4
Physics, or Chem. 101	4	Bus. Ad. 170.....	4	Soc. 101	5
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
			<u>16-17</u>		16-17
	<u>17-18</u>				

Junior Year

Govt. 360	5	Govt. 370	4	Govt. 385	4
Econ. 310	4	Econ. 330	3	Geog. 324	4
Soc. 331	5	Soc. 335	3	Soc. 369	3
Electives	1-3	Electives	5-7	Electives	4-6
			<u>15-17</u>		15-17
	<u>15-17</u>				

Senior Year

Govt. 380	4	Govt. 390	4	Govt. 499	4
Geog. 345	4	Geog. 328	3	Hist. 330	3
Philos. 310	3	Philos. 316	4	Electives	8-10
Electives	4-6	Electives	4-5		
			<u>15-17</u>		15-17
	<u>15-17</u>				

Suggested Curriculum in College of Liberal Arts and Sciences with Emphasis on International Affairs

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Govt. 101	5	Govt. 102	3	Govt. 103	2
Eng. 101	3	Eng. 102	3	Eng. 103	3
Hist. 101	3	Hist. 102	3	Hist. 103	3
*French, German or Spanish 101	3-4	For. Lang. 102	3-4	For. Lang. 103.....	3-4
P. E.	1-2	Mus. 100 or Art 120	3	Geog. 100	5
		P. E.	1-2		
	<u>15-17</u>		<u>16-18</u>		17-18

Sophomore Year			
Govt. 231	5	Bot. or Zool. 101..	5
*French, German or Spanish 101	3-4	For. Lang.	3-4
Soc. 101	5	Eng. 209	3
Phys. or Chem. 101.	4	Math. 106	4
P. E. (Women)....	1	P. E.	1-2
			<hr/>
			16-18
	18-19		
Junior Year			
Govt. 370	4	Econ. 328	4
*For. Lang.	3-4	For. Lang.	3-4
Geog. 210	4	Geog. 345	4
Hist. 212	5	Hist. 318	5
			<hr/>
			16-17
	16-17		
Senior Year			
Govt. 390	3	Govt. 391	3
Govt. 472	4	Govt. 475	4
*For. Lang.	3	For. Lang.	3
Hist. 352	4	Hist. 440	5
Geog. 315, 316, 318, or 320	4	Electives	1-3
			<hr/>
			16-18
	18		
			16-18

*At least two years each of *two* modern foreign languages are recommended. (Or four years of *one*.)

Suggested Curriculum in College of Liberal Arts and Sciences with Emphasis on Public Administration

Freshman Year			
Fall	Hours	Winter	Spring
Govt. 231	5	Govt. 232	3
Eng. 101	3	Eng. 102	3
Music 100 or Art 120	3	Geog. 100	5
French, German or Spanish 101	3	For. Lang. 102.....	3
P. E.	1-2	P. E.	1-2
			<hr/>
			15-16
	15-16		
Sophomore Year			
Govt. 305	4	Bot. or Zool. 101....	5
Eng. 209	3	Eng. 212	3
Hist. 202	5	Speech 201	2
Math. 106	4	Math. 107	4
P. E. (Women) ...	1	Bus. Ad. 170.....	4
			<hr/>
			18
	16-17		
Junior Year			
Govt. 360	5	Govt. 440	4
Govt. 380	3	Govt. 495	3
Bus. Ad. 251.....	4	Bus. Ad. 252.....	4
Econ. 330	3	Econ. 331	3
Soc. 369	3	Soc. 375	4
			<hr/>
			18
	18		
Senior Year			
Govt. 435	3	Govt. 436	3
Govt. 499	3	Govt. 466	3
Hist. 435	3	Hist. 436	3
Electives	7-9	Electives	6-9
			<hr/>
			15-18
	16-18		

- 101 (200). **Problems of American Democracy I.** Introductory course designed for the dual purpose of meeting the social science and American government requirements and of providing a general survey of American democratic problems for those not intending to take additional work in the field. Emphasis given to problems pertaining to civil liberties, pressure groups and propaganda, the electoral system, and general governmental organization and procedures. 5 hours.
- 102 (201). **Problems of American Democracy II.** A continuation of 101, with emphasis on governmental functions and services. 3 hours.
103. **Problems of American Democracy III.** To be taken either separately or in conjunction with 102. Emphasis upon international relations and foreign policy. 2 hours.
231. **American Government I.** A survey course covering the structure, functions, and principles of the government of the United States; designed for those qualifying to teach in the field, preparing for law school, or specializing in government. May be taken in place of Government 101 to satisfy the social science and American government requirements. 5 hours.
232. **American Government II.** A survey of the structure and functions of state government. 3 hours.
300. **American National Government I.** An advanced course in American government designed for senior college students. Not open to students who have had Government 231. This course to satisfy the American government requirement in the College of Education. 5 hours.
305. **Development of the American Constitution.** The evolution of the United States constitutional system. Recommended for pre-law students. Turner. 4 hours.
315. **Administration of Justice.** A study of the organization and administration of the American judicial system. Recommended for pre-law students. Alexander. 3 hours.
330. **Illinois State Government.** The historical development of the governmental system of Illinois. 2 hours.
360. **Public Administration.** Dealing with the increasingly important problems of national, state, and local administration of government; machinery of administration; civil service; personnel management; administrative law. Turner. 5 hours.
370. **International Relations.** A study of the leading problems in world politics. Special consideration given to such topics as modern imperialism, contemporary colonial systems, and postwar problems. Klingberg. 4 hours.
380. **Political Parties.** The development of political parties in the United States; the fundamental principles underlying party organization and functions; the party platform, nominating systems, and campaign methods. Swartz. 4 hours.
385. **Contemporary Political "Isms".** An advanced survey of the leading schools of political thought in England and Europe in the nineteenth and twentieth centuries: Socialism, Communism, Pluralism, Fascism, Nationalism, etc. Swartz. 4 hours.
390. **Comparative Government. (Democracies).** A comparative study of the political systems of European dictatorships: Nazi Germany, Fascist land, France, Switzerland. Morton. 3 hours.

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- 391. **Comparative Government (Dictatorships).** A comparative study of the political systems of European dictatorships: Nazi Germany, Fascist Italy, Soviet Russia, Falangist Spain. Morton. 3 hours.
 - 392. **Comparative Latin-American Governments.** A survey of the political organization of the Latin-American republics during the period of independence, with a more detailed comparison of the recent developments of the political systems of Mexico and Argentina. Morton. 3 hours.
 - 420. **Pressure Groups and Politics.** An analysis of the rapidly growing number of interest groups and their techniques of political propaganda. Swartz. 3 hours.
 - 421. **Readings in Government.** 1-3 hours.
 - 435. **Government and Business.** An historical study, with contemporary emphasis, of the increasingly important relations between government and economic institutions. Turner. 3 hours.
 - 436. **Government and Labor.** Federal and state power to regulate labor relations: labor legislation relating to hours, wages, and working conditions; social security; labor organizations; employee, union, and management labor practices; civil and criminal liability of disputants in controversy; emphasis on the changing character of labor problems and the constitutional aspects of labor legislation. Turner. 3 hours.
 - 440. **Public Personnel Management.** A survey of the methods and functions of modern public personnel administration—covering recruitment and selection, training, hours of work, wage schedules, promotions and transfers, service rating, health and safety, interest and morale. Government 360 should be taken for background. Turner. 3 hours.
 - 450. **Contemporary Legislation.** An analysis of contemporary national problems through a study of recent and proposed legislative enactment. Alexander. 2 hours.
 - 466. **State Government and Administration.** A study of the leading problems in government and administration in American states and localities. Problems pertaining to the executive, legislative, and judicial; taxation, public health, education, commerce, and industry. Alexander. 3 hours.
 - 467. **Municipal Government and Administration.** A study of the evolution of city government in the United States; the various types of city government; municipal elections, charters, etc. Alexander. 3 hours.
 - 472. **International Government.** A study of the organization and development of international governmental and administrative systems; the machinery of international intercourse; the problems of war. Emphasis given to the organization and operation of the League of Nations and the United Nations. Swartz. 4 hours.
 - 475. **International Law.** A study of the legal rules and practices governing the nations in their relations in peace and war. Careful attention given to those legal decisions which are recognized as important precedents in international law. Klingberg. 4 hours.
 - 480. **The Pacific and the Far East.** A study of the increasingly important political and strategic problems in this area. Swartz. 4 hours.
 - 487. **American Political Ideas.** An historical study of the political ideas of leading American statesmen and publicists, and their resulting influence upon our governmental system. Swartz. 4 hours.

488. **Recent Political Theory.** A study of the outstanding Anglo-American liberal political theorists from John Stuart Mill to the present. Morton. 3 hours.
489. **Recent Political Theory.** A study of the outstanding "scientific" political theorists from Karl Marx to the present. Morton. 3 hours.
490. **Recent Political Theory.** A study of the outstanding idealistic and nationalistic political theorists from Hegel to the present. Morton. 3 hours.
495. **Constitutional Law, I.** A study of American constitutional principles, as illustrated by important decisions of the United States Supreme Court. Klingberg. 3 hours.
496. **Constitutional Law, II.** A continuation of 495. Klingberg. 3 hours.
499. **Research Methods.** Practical training in research and writing techniques in the field of Government. Bibliography materials, footnotes, use of the library, etc. Turner. 4 hours.
- 500-515. **Seminars.** These involving the preparation and presentation, for criticism, of assigned research papers. Hours of credit as announced.
500. **Seminar in Contemporary Legislation.**
502. **Seminar in American Governmental Problems.**
503. **Seminar in Pressure Groups.**
505. **Seminar in Political Parties.**
507. **Seminar in Postwar Problems.**
508. **Seminar in International Relations.**
509. **Seminar in International Organization.**
510. **Seminar in State Government.**
511. **Seminar in Local Government.**
512. **Seminar in Public Administration.**
- 520-525. **Readings in Government.** Supervised readings in selected subjects. Hours and credits to be arranged.
595. **Individual Research.** Selection, investigation, and writing up of a research topic under the personal supervision of a member of the departmental graduate staff. 2-4 hours.
599. **Thesis.** 2-9 hours.

HISTORY

Professors Briggs (Chairman), Lentz; Associate Professors Caldwell, Cherry, Pitkin, Wright; Assistant Professors Baxter, Pardee; Instructor Paris.

Students who intend to make history their major field should consult with the representative of the department at the time of registration. Courses on the 100 and 200 levels are designed for freshmen and sophomores and are prerequisite to the more advanced work. Forty-two quarter hours are required for a major in history in the College of Liberal Arts and Sciences. Thirty-six quarter hours are required for a major in the College of Education. At least half of the work for a history major must be on the 300 and 400 levels, and care should be taken to distribute the work in the fields of American and European history. Twenty-four hours are required for a minor in

history, and must include History 101, 102, 103, 201, and 202. Students wishing to use a history minor in the College of Education should take 12 hours each in the European and American fields.

Two terms of History 101, 102, 103 will meet the history requirements for graduation in the College of Liberal Arts and Sciences and in the College of Vocations and Professions. Five hours of United States history are required for graduation in the College of Education. History 201 or 202 will meet that requirement.

Courses on the 400 level may be taken for graduate credit by properly qualified students upon consent of the instructor.

A year of work in a foreign language is required of all history majors.

Suggested Curriculum in College of Education or in College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Hist. 101	3	Hist. 102	3	Hist. 103	3
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101 or 202, or Zool. 101 or 105..	5	For. Lang.	3	For. Lang.	3
For. Lang.	3	H. Ed. 202	4	Geog.	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	15-16		14-15		15-16

Sophomore Year

Hist. 201	5	Hist. 202	5	Econ. 205	5
Eng. 205	3	Eng. 209	3	Eng. 211	3
Chem. or Physics 101	4	Chem. or Physics 102	4	Math.	4
Soc. 101	5	Govt. 231	5	Electives	4
P. E. (Women)....	1	P. E. (Women)....	1	P. E. (Women)....	1
	17-18		17-18		16-17

Junior Year

History Electives...	7	History Electives...	7	History Electives...	7
Minor	5	Minor	5	Minor	5
Electives	5	Electives	5	Electives	5
	17		17		17

Senior Year

Hist. 451	3	Hist. 452	3	History Electives..	3-5
Minor	4	Minor	4	Minor	4-5
Electives	10	Electives	10	Electives	7-10
	17		17		17

Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

The above curriculum is based on a 48-hour major in History, with one 24-hour minor. If a 36-hour major is taken, two minors are required, one of which must be outside the general field of the major.

In the College of Education, English 300 or 391, 20 hours of Education courses, and 12 hours of Student Teaching are required.

101, 102, 103. Survey of World Civilization. Courses designed primarily for freshmen, as a survey of the development and evolution of civilization; the foundation for further courses in the field of history. One term devoted to each of the periods: ancient, medieval, and modern. Required of all history majors. 3 hours each.

201. History of the United States to 1865. Courses 201 and 202 designed to provide a general survey of the political, social, and economic development of the United States. Prerequisite, sophomore standing. 5 hours.

202. **History of the United States Since 1865.** A continuation of 201. 5 hours. Either 201 or 202 to count toward graduation requirements in the College of Education.
- 210 (310). **The Middle Ages.** The history of Europe from the Ancient World to approximately 1400. Feudalism emphasized but a treatment of the religion and the intellectual life of Europe included. Prerequisite, freshman survey. Cherry. 4 hours.
- 211, 212. **Modern Europe, 1400-1949.** A comprehensive study of the principal social, economic, and political developments in Europe from the Middle Ages to the present time. 211: 1400-1815; 212: 1815-1949. Prerequisite, freshman survey. Cherry. 4 hours.
304. **History of the Ancient Near East.** A review of the political, economic, and religious history of Africa and Southwestern Asia from about 3000 B.C. to the time of Christ, including Egypt, Babylonia, Assyria, the Hittites, and the nations of Syria and Palestine. Particular attention paid to the history of the Hebrews. Prerequisite, freshman survey. Pardee. 3 hours.
305. **History of Greece.** A careful study of the cradle of civilization. In addition to the political and economic development of the Greeks, a consideration of their higher cultural development, as in philosophy, education, religion, art, and architecture. Pardee. 3 hours.
306. **History of Rome, 509 B.C. to 500 A.D.** The political, economic, and social history of Rome, with particular emphasis upon Roman law, as well as upon the Roman development of Greek culture. The Roman world as a fertile soil for the spread of Christianity stressed. Pardee. 3 hours.
- 308 (208). **History of Illinois.** The history of the State from 1818 to the present. Recommended for History majors and those who expect to teach in elementary schools. Prerequisite, History 201 and 202. Wright. 3 hours.
318. **History of the Caribbean Area.** A general survey of the West Indies and Central America. Special attention devoted to the period 1650-1823. Prerequisite, History 215. Baxter. 3 hours.
- 322, 323, 324. **Survey of English History.** An introductory study of the institutional and cultural development of the English people from the earliest times to the present day. 322: Celtic Britain to 1603; 323: 1603-1815; 324: 1815-1949. Prerequisite, freshman survey. Cherry. 4 hours each.
330. **Middle Period of American History, 1789-1860.** A study of the conflicting sectional and nationalistic forces which characterize the period. The economic and political forces leading to the Civil War stressed. Prerequisites, History 201 and 202. 3 hours.
352. **Hispanic America.** An introductory survey of Hispanic-American history, from the Spanish conquest to the present time. Emphasizes the colonial heritage, events and circumstances attending the wars of independence, and the development of the modern republics. Baxter. 5 hours.
401. **History of the South to 1860.** An intensive study of the social, economic, political, and cultural development of the "Old South" to the Civil War, to bring out the distinctive culture and problems of the section. Prerequisite, History 201. 3 hours.
402. **History of the South since 1860.** The Civil War; political and economic reconstruction; the problems of the "New South". Prerequisite, History 202 and 401. 3 hours.

- 403, 404. **Hispanic-American Culture.** Individual phases of Latin-American life studied by various students. Lectures summarizing the leading institutions and developments of four centuries of Spanish life in America. Prerequisite, History 215. Baxter. 3 hours each.
405. **Civil War and Reconstruction.** Emphasis placed upon the clash of national and sectional interests, the economic and political as well as the military aspects of the conflict, and the course and consequences of reconstruction. Prerequisite, History 201 and 202. 3 hours.
410. **Special Readings in History.** Supervised readings for students with sufficient background. Registration by special permission only. Offered on demand. 3 hours.
- 411, 412, 413. **Intellectual History of the United States.** The various types of economic, social, and political thought that have influenced the development of the nation. Prerequisites, History 201 and 202. Briggs. 3 hours each.
415. **The Age of the Renaissance.** A course beginning with the Italian phase of the Renaissance and following its spread to other sections of Europe. Prerequisite, freshman survey. Caldwell. 3 hours.
416. **The Protestant Reformation.** A survey of the religious, cultural, and economic forces which brought about the movement for reform, with special attention to the political effects of the division of Christendom and the economic implications of Protestantism. Prerequisite, freshman survey. Caldwell. 3 hours.
417. **History of the British Empire.** A survey of English expansion beyond the seas, with an emphasis on the influence of mercantilism, *laissez faire*, and state capitalism on the pattern of control. Prerequisite, History 324. Cherry. 4 hours.
418. **English Constitutional History.** A study of the origin, growth, and continuous modification of the English political and legal institutions from earliest times to the present day. Prerequisite, History 324. Cherry. 4 hours.
419. **Seventeenth Century England.** A comprehensive treatment of the significant social, political, economic, and cultural trends in England during the Seventeenth Century, with special emphasis upon the forces producing increased parliamentary power. Prerequisite, History 324. Cherry. 4 hours.
- 420 (320). **The French Revolution.** The passing of feudalism in France and the development of the background of the revolutionary movement carefully considered. Study carried through the revolutionary cycle, concluding with the fall of the Napoleonic Empire. Prerequisite, adequate background. 3 hours.
421. **Research in Illinois History.** Investigation of special topics in various phases of the history of the State. Prerequisites, History 201, 202, 308, and permission of the department. Caldwell. 3 hours.
- 425 (325). **American Colonial History.** The founding of the American colonies and the development of their institutions, through the Revolution. Prerequisite, History 201. Caldwell. 3 hours.
426. **Social and Intellectual History of Hispanic-America.** A study of the intellectual origins and New World development of the "Hispanic mind". Philosophic, academic, and scientific ideas and controversies reviewed in an effort to arrive at an understanding of the culture and temperament of Hispanic America. Prerequisite, History 215. Knowledge of Spanish desirable. Baxter. 3 hours.

- 435, 436, 437. Recent United States History, 1865-1949.** A sequence of courses covering major problems and trends from the Civil War to the present; any part taken separately. Prerequisites, History 201 and 202. Pitkin. 3 hours each.
- 440 (340). History of American Diplomacy.** A study of the important treaty relations of the United States, and a general consideration of American foreign policies. Some attention given to the organization and functions of our Department of State. Prerequisites, History 201 and 202. Pitkin. 5 hours.
- 442, 443, 444. History of the West.** A series of three courses that provide an intensive study of the influence of the frontier on the main trends in United States history. Students permitted to take one or all courses. Prerequisites, History 201 and 202. Briggs. 3 hours each.
- 450. The World Since 1914.** A brief review of the causes and results of World War I, League of Nations, war debts, disarmament, causes of second World War, conflict, and United Nations. Prerequisite, adequate background. Pitkin. 5 hours.
- 451. Historiography.** The development of history as a written subject considered, including the works and philosophy of the various outstanding historians in the ancient, medieval, and modern periods. Some emphasis placed upon the different schools of American historians. Required of all majors in History. Prerequisite, senior standing. Briggs. 3 hours.
- 452. Historical Research and Thesis Writing.** The rules of historical research studied and applied to a definite topic. Required of all majors in History. Prerequisite, senior standing. Briggs. 3 hours.
- 453. New Viewpoints in American History.** A course presenting new interpretations and recent developments in the field of American history. Prerequisites, History 201 and 202. Briggs. 3 hours.
- 454. Biography in American History.** A study of outstanding leaders and their contributions to the history of the United States. Some attention paid to historical writers who specialize in biography. Prerequisite, a course in United States history. Briggs. 3 hours.
- 490. The Teaching of History and the Social Sciences in the Secondary School.** A comprehensive methods course for prospective teachers: history, government and civics, current events, economics, sociology, and geography; curriculum revision; grading of materials; classroom methods; teacher preparation; professional publications. Attention to the unified social science course. Pitkin. 3 hours. Offered each quarter.
- 500-509. History Seminar.** Research methods applied to the various history fields. Prerequisite, graduate standing and adequate background. 3 hours. Offered on demand.
- 510. Readings in History.** Registration by special permission only. 3 hours. Offered on demand.
- 511, 512, 513. History Thesis.** Prerequisite, graduate standing and proper background. 2 hours each.
- 515. Current United States History and Problems.** A combined content and research course dealing with contemporary American affairs. Consists of textbook assignments, outside readings, lectures, and projects for investigation. Prerequisite, graduate standing and proper background. Pitkin. 5 hours.
- 516. Studies in Contemporary European Civilization.** A content and research course in European civilization since 1914, stressing the rise

- of fascism and the democratic crisis of the present time. Prerequisite, graduate standing and proper background. Caldwell. 5 hours.
517. **Constitutional History of the United States and Problems.** A combined content and research course involving a careful study of the origin and development of the American constitution from its English background, through the convention, to the present. Special attention given to the progressive adaptation of law to a changing social and economic order. Prerequisite, graduate standing and proper background. Briggs. 5 hours.
518. **Studies in Later Stuart England.** A combination content and research course dealing with some of the leading social, institutional, and cultural problems created by the impact of the rising liberal forces on English life and traditions. Prerequisite, graduate standing and proper background. Cherry. 5 hours.

MATHEMATICS

Associate Professors McDaniel (Acting Chairman), Black, Rodabaugh; Assistant Professor Wright; Instructors Fildes, Hoyle, Pride.

Students may take a mathematics major in the College of Liberal Arts, or in the College of Education, in preparation for high school teaching. Students in any of the colleges may take a minor in mathematics.

Students who expect to take either a major or a minor in mathematics should take courses 111, 112, 113, 251, and 252. If a student must take course 106 in place of 111 as a beginning course, he should enroll for 111 at the same time as for 112, in order to be ready for analytic geometry the third term. Courses especially recommended for completing either a 36 or 48-hour major in the College of Education are 108, 303, 307, 311, 317, 320, 421, and 460. Students completing a 42-hour major in the College of Liberal Arts may take any of the 300 or 400 courses (except 311) or course 108. Mathematics 210 does not count toward a major or minor. Courses 210 and 311 are not counted for graduation in the College of Liberal Arts. Nine hours of a foreign language, or the equivalent, are required of all majors.

The Department of Mathematics offers graduate work leading to the Master of Science or the Master of Arts Degree. A student working toward one of these degrees may take either a major or a minor in mathematics.

Three beginning courses in mathematics are given by the department. Mathematics 100, carrying no college credit, is a course in elementary algebra. Mathematics 106, a course in intermediate algebra, is offered particularly for students taking mathematics to satisfy part of the general education requirements. Mathematics 111, a course in college algebra, is for students who need preparation for analytic geometry and calculus. It is recommended especially for students who expect to major in chemistry or physics, for pre-engineering students, and for students who expect to take either a major or a minor in mathematics. Students who take course 111 after course 106 may receive a total of 6 hours' credit for the two courses, four in one and two in the other. No student may take course 106 for credit after receiving credit for course 111.

Courses 106, 107, and 120 are offered for students taking mathematics as part of the general education requirements. They will not be counted toward a major or minor in mathematics. Students in the field of Business Administration should enroll in the sections of Mathematics 106 and 107 given especially for them, which will be designated in the schedule as 106B and 107B. Students interested principally in statistics should enroll in 106S and 120. Other students should enroll in the general sections 106A and 107A.

100. **Elementary Algebra.** An introductory course in algebra for students who have inadequate preparation for course 106. No credit.
106. **General Mathematics I.** Intermediate algebra, including fundamental operations, factoring, fractions, exponents, radicals, logarithms, linear and quadratic equations, and graphs. Offered particularly for stu-

dents taking mathematics as part of the general education requirement. Regular sections designated in the schedule as 106A; sections for Business Administration students as 106B; and sections for students particularly interested in preparing for courses in statistics as 106S. Planned for students who have had one year of high school algebra. 4 hours.

107. **General Mathematics II.** Elementary mathematics of finance. Compound interest, annuities certain, life annuities, and life insurance. Offered particularly for students taking mathematics as part of the general education requirements. Regular sections designated in the schedule as 107A; and sections for Business Administration students as 107B. Prerequisite, Mathematics 106 or 111. 4 hours.
108. **Solid Geometry.** Recommended for pre-engineering students and students preparing to teach high school mathematics if they have not had a high school course in solid geometry. May not be taken for credit if student has had solid geometry in high school. 3 hours.
111. **College Algebra.** The usual topics of college algebra, including determinants, logarithms, higher degree equations, and the binomial theorem. Prerequisite, three semesters of high school algebra, or Mathematics 106. Only 6 hours' total credit given for the two courses, 106 and 111. 5 hours.
112. **Plane Trigonometry.** Prerequisite, Mathematics 111 or 106. 4 hours.
113. **Plane Analytic Geometry.** Straight line, circle, conic sections, loci, polar co-ordinates, parametric equations, and transformations. Prerequisites, Mathematics 111 and 112. 5 hours.
120. **Elementary Statistics.** A course for students who have had only algebra as preparation. Offered particularly for students taking mathematics as part of the general education requirement. Deals with such elementary concepts as averages, measures of dispersion, skewness, normal distribution, and linear correlation. Prerequisite, Mathematics 106 or 111. 4 hours.
210. **Mathematics for Elementary Teachers.** A professional treatment of the subject matter of arithmetic, including historical development of some topics of arithmetic, methods, and a study of trends and current literature on the teaching of arithmetic. This course planned primarily for elementary school teachers. Prerequisite, Mathematics 106. 4 hours.
251. **Calculus I.** The elements of the differential calculus, with applications to geometry, physics, and other sciences. Prerequisite, Mathematics 113. 4 hours.
252. **Calculus II.** A continuation of 251. Additional applications of differential calculus, methods of integration, and some applications of integration. Prerequisite, Mathematics 251. 4 hours.
303. **Calculus III.** A continuation of 252. Additional applications of integration, multiple integrals, series, and partial derivatives. Prerequisite, Mathematics 252. 4 hours.
305. **Differential Equations I.** Ordinary differential equations, mostly of the first order with applications to geometry and physical science. Prerequisite, Mathematics 303. 3 hours.
- 306, 406. **Differential Equations II.** A continuation of 305. Additional types of ordinary differential equations, and an introduction to partial differential equations. Applications. Prerequisite, Mathematics 305. 3 hours.

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- 307. **Elementary Mathematical Statistics.** A beginning statistics course for students having a knowledge of the calculus. Statistical charts, averages, dispersions and skewness, curve fitting, linear correlation. Prerequisite, Mathematics 252. 4 hours.
 - 311. **The Teaching of Secondary Mathematics.** A study of the place and function of mathematics in secondary education; the improvement, evaluation, and problems of instruction in secondary mathematics. Attention given to current literature on the teaching of secondary mathematics. Prerequisite, twenty hours of college mathematics. 3 hours.
 - 313. **Solid Analytic Geometry.** The analytic geometry of curves and surfaces in space, including the study of straight lines, planes, and quadric surfaces. Prerequisite, Mathematics 113. 4 hours.
 - 317. **Mathematical Theory of Finance.** Simple and compound interest, annuities certain, sinking funds, amortization, bonds, life annuities, and life insurance. No student to receive credit for both this course and Mathematics 107. Prerequisite, twelve hours of college mathematics. 3 hours.
 - 320. **Advanced College Algebra.** A further study of more advanced topics in algebra, including progressions, inequalities, mathematical induction, permutations and combinations, and complex numbers. Some topics in the theory of equations, including the solution of higher-degree equations, graphical methods, and roots of unity. A course particularly valuable as a background for the teaching of algebra. Prerequisite, Mathematics 251. 3 hours.
 - 421. **Theory of Equations.** The more advanced parts of the traditional college course in this subject. Topics including isolations of the roots of polynomial equations, symmetric functions, methods of approximating roots, determinants, systems of equations, resultants, and possible construction with rule and compass. Prerequisite, Mathematics 320. 3 hours.
 - 430. **Synthetic Projective Geometry.** Introduction to the fundamental concepts of projective geometry, including a study of conics and polar systems of conics. At the beginning, projective properties distinguished from metric specializations. Later, full opportunity given to prove some of the more familiar metric properties as special cases of the projective theorems. Prerequisite, Mathematics 113. 4 hours.
 - 451. **Infinite Series.** A course in advanced calculus, including the theory of infinite sequences and series of constants, tests for convergence, series of variable terms, power series, and Fourier series. Prerequisite, Mathematics 303. 3 hours.
 - 452. **Advanced Calculus I.** The first part of a standard course in advanced calculus. Prerequisite, Mathematics 303. 3 hours.
 - 453. **Advanced Calculus II.** A continuation of 452. Prerequisite, Mathematics 452. 3 hours.
 - 454. **Advanced Calculus III.** A continuation of 453. Prerequisite, Mathematics 453. 3 hours.
 - 460. **Modern Geometry.** Advanced topics in Euclidean geometry by the synthetic method. Topics including the nine-point circle, Simson line, theorems of Ceva and Menelaus, coaxal circles, harmonic section, poles and polars, similitude, and inversion. Prerequisite, twelve hours of college mathematics. 4 hours.
 - 480. **Probability.** The basic theorems of probability theory and their applications. Prerequisite, Mathematics 303. 3 hours.

481. **Mathematical Statistics II.** A second course in statistics, with emphasis on sampling theory. Prerequisites, Mathematics 307. 4 hours.
505. **Topics in Modern Mathematics.** A course planned to show the relationship among the various parts of mathematics already studied by the student, to provide an introduction to selected topics in modern mathematics, and to present a clarified picture of the mathematical field. Topics from algebra, geometry, analysis, and applied mathematics included. 6 hours.
515. **Non-Euclidean Geometry.** An introduction to hyperbolic and elliptic plane geometry and trigonometry. Emphasis given to the nature and significance of geometry and the historical background of non-Euclidean geometry. 3 hours.
520. **Modern Algebra I.** A course intended to display some of the richness of algebra when other possible mathematical systems are considered in addition to the traditional one based upon ordinary complex numbers; and also to examine the basic concepts of the ordinary systems of algebra. Among the topics studied—the uniqueness of factorization, rational numbers and fields, polynomials, complex numbers, and theory of permutation groups. 4 hours.
521. **Modern Algebra II.** A continuation of 520. Additional group theory, vector spaces, matrices, algebraic number fields. 4 hours.
525. **Theory of Numbers.** Topics in elementary number theory, including properties of integers and prime numbers, divisibility, Diophantine equations, congruence of numbers, continued fractions magic squares, and other topics. 3 hours.
530. **Point Sets and Topology.** General properties of sets. Topology of plane sets. Closed sets and open sets in metric spaces, homeomorphism and continuous mappings, separation theorems, connectivity properties. 5 hours.
535. **Algebraic Plane Curves.** A study of algebraic plane curves of order higher than two, including an introduction to the history and methods of algebraic geometry. Lectures, assigned readings, and exercises. Prerequisite, Mathematics 303. 4 hours.
- 550-559. **Seminars.** Supervised study and preparation of reports on assigned topics in the field. Reports presented for class discussion. Hours of credit as announced.
550. **Seminar in the Teaching of Mathematics.**
551. **Seminar in Algebra.**
552. **Seminar in Geometry.**
553. **Seminar in Analysis.**
554. **Seminar in Applied Mathematics.**
599. **Thesis in Mathematics.**

MICROBIOLOGY

Professor Lindegren (Chairman); Assistant Professors Raut, Mather.

Courses in microbiology may be taken as a major for the degree Master of Arts (or Sciences), or as a part of a Biological Science major or minor leading to the degree Master of Science in Education.

301. **General Bacteriology.** An introductory course covering the morphology and physiology of bacteria and other microorganisms. 3 hours lecture and 6 hours laboratory per week. Prerequisite, 1 year of biology and chemistry 305 and 306, or 341 and 342. 6 hours. Fall. Mather.

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- 302. **Physiology and Taxonomy of the Higher Bacteria.** An advanced course in the interrelationships of true and higher bacteria. 1 hour lecture and 4 hours laboratory per week. Prerequisite, Microbiology 301. 3 hours. Spring. Mather.
 - 401. **Seminar.** Open to graduates and undergraduates with adequate training in microbiology and chemistry. 2 hours. Fall, Winter, and Spring. Lindegren.
 - 402. **Advanced Bacteriology.** An advanced course concentrating on pathogenic bacteria, epidemiology, resistance and susceptibility to infection. 3 hours lecture and 6 hours laboratory per week. Prerequisite, Microbiology 301. 6 hours. Winter. Mather.
 - 403. **Physiology and Biochemistry of Microorganisms.** Nutritional requirements, vitamin synthesis, respiration, and fermentation by microorganisms. 3 hours lecture and 6 hours laboratory per week. Prerequisites, Microbiology 301. 6 hours. Spring. Raut.
 - 501. **Genetics of Microorganisms.** Surveys of the genetics of bacteriophages, bacteria, protozoa, mucors, smuts, rusts, ascomycetes, and basidiomycetes. One 1-hour lecture and one 2-hour laboratory period. 2 hours. Fall, Winter, and Spring. Staff.
 - 511. **Research in Genetics of Microorganisms.** Research in areas described in 501. Hours and credits arranged to meet each individual case. Fall, Winter, and Spring. Staff.
 - 502. **Metabolism of Microorganisms.** A study of nutrition, metabolism, adaptation and utilization of substrate, oxygen consumption, and carbon dioxide production. One 1-hour lecture and one 2-hour laboratory period. 2 hours. Fall, Winter, and Spring. Staff.
 - 512. **Research in Metabolism of Microorganisms.** Research in areas described in 502, with hours and credits arranged to meet each individual case. Fall, Winter, and Spring. Staff.
 - 503. **Cytology of Microorganisms.** Microscopial study of the yeast cell with demonstrations of chromosomes, mitochondria and centrosome, and methods of staining. One 1-hour lecture and one 2-hour laboratory period. 2 hours. Fall, Winter, and Spring. Staff.
 - 513. **Research in the Cytology of Microorganisms.** Research in areas described in 503, with hours and credits arranged to meet each individual case. Fall, Winter, and Spring. Staff.

PHILOSOPHY

Professor Tenney (Acting Chairman); Instructor Plochmann.

The general introductory course is Philosophy 200, which is recommended for sophomores not intending to major or minor in Philosophy. This is recommended as an elective only and not to fulfill the graduation requirement in the College of Liberal Arts and Sciences.

A minor in philosophy consists of twenty-four quarter hours, which should include Philosophy 300, 321, 340, 360, and 380.

A major in philosophy consists of forty-eight quarter hours. Certain closely related subjects in other departments may be counted on the major, subject to consent of the department. Student majors will be expected to show both familiarity with the broad problems of philosophy in various historical epochs, and competence in some such single field as instrumental knowledge (logic and semantics), theoretical knowledge (metaphysics, philosophy of religion, philosophy of science), practical knowledge (ethics, philosophy of history or politics, philosophy of education), artistic knowledge (aesthetics), or history of philosophy. All students intending to major in

philosophy should at the earliest possible time take Philosophy 300, 321, and 340, following these subjects with Philosophy 380.

200. **Approaches to Knowledge.** An attempt to acquaint the student with the philosophic, scientific, political, and artistic ideas which have been of paramount importance in the development of Western culture. Not recommended for students intending to major or minor in philosophy. 3 hours.
300. **Elementary Metaphysics (Types of Philosophy).** An attempt to present, in lecture and discussion, the outstanding answers to the perennial question, What does it mean to exist? Fills the philosophy requirement in the College of Liberal Arts and Sciences. 4 hours.
- 301 (320). **Philosophy of Religion.** An objective and impartial survey of various religious doctrines in the Western world. Prerequisite, Philosophy 300. 4 hours.
305. **Philosophy of Science.** A largely non-technical discussion of philosophic problems as they emerge from the various sciences, with readings from works addressed to the lay public. Prerequisite, Philosophy 300. 4 hours.
306. **Philosophy of Biology.** A survey of leading concepts of modern biological science: species, evolution, life, organism and part, ontogeny and phylogeny, etc. The abstract ideas of biology will be related whenever possible to specific experiments recorded in scientific literature. Prerequisite, Philosophy 300 or 321, and three laboratory or field courses in the biological sciences. 4 hours.
- 321 (310). **Elementary Logic.** A study of the fundamental characteristics of terms, propositions, and reasonings, together with an exposure of the more serious fallacies in argument. Consideration of logic as an instrument for the solution of problems in the mathematical and natural sciences, politics, and morals. Fulfils the philosophy requirement in the College of Liberal Arts and Sciences. 4 hours.
- 322, 323. **Advanced Logic.** A careful study of symbolic and non-symbolic systems of logic, such as those of Aristotle, Spinoza, Boole, Whitehead, Russell, and W. E. Johnson. A background in mathematics and the physical sciences is desirable, but not necessary. Prerequisite, Philosophy 321. 4 hours each.
- 340 (316). **Elementary Ethics and Politics.** An analysis of the principal problems of right and wrong for the individual and in society, with practical applications to personal experience. Fulfils the philosophy requirement in the College of Liberal Arts and Sciences. 4 hours.
355. **Philosophy of Education.** A survey of theories of knowledge and their relationship to educational policies and practices, as elucidated by the great teachers. Fullfills the education requirement in lieu of Education 355. 4 hours.
- 360 (345). **Philosophy of Art.** A survey of aesthetic theories, together with discussions of recent examples of music, painting, and literature, in terms of the theories behind them. A course not only to speculate about taste in the fine arts, but also to improve it. 4 hours.
380. **History of Philosophy.** A rapid summary, for all students majoring or minoring in philosophy, of the chief movements in the history of philosophic thought from the pre-Socratics to the present day. Students who have registered for Philosophy 200 will not receive credit for this course. Prerequisite, Philosophy 300, 321, or 340. 3 hours.
- 390 (290). **American Thought.** A survey of the ideas and ideals of Puritanism, transcendentalism, realism, pragmatism, and the other major

philosophies which govern the behavior of contemporary Americans. Prerequisite, Philosophy 300, 321, or 340. 4 hours.

555. **Seminar in Educational Philosophies.** For graduate students in elementary or secondary education. Offered only on request. 4 hours.

PHYSICS AND ASTRONOMY

Professor Young (Chairman); Associate Professor Arvin; Assistant Professors Lucke, Zimmerschied.

A minimum of 36 hours are required for a major in physics in the College of Education, and 42 hours are required for a major in the College of Liberal Arts and Sciences. For a minor in either college, 24 hours are required.

Suggested Curricula in College of Education and College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Physics 106	5	Physics 107	5	Physics 108	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Foreign Language*..	3	Foreign Language*..	3	Foreign Language*..	3
Math. 111	4	Math. 112	4	Math. 113	4
P. E.	2	P. E.	2	P. E.	2
	<hr/>		<hr/>		<hr/>
	17		17		17

Sophomore Year

Physics	5	Bot. or Zool.....	5	Physics	5
Chem. 111	5	Chem. 112	5	Chem. 113	5
Math. 251	4	Math. 252	4	Math. 303	4
Art 120 or Mus. 100..	3	Prac. Arts or Crafts or Electives	4	Electives	3
	<hr/>		<hr/>		<hr/>
	17		18		17

Junior Year

Physics	5	Health Ed. 202....	4	Physics	5
English Lit.	3	English Lit.	3	Ed.	8
Educ. 206 or Phil.†..	4	Eng. 300 or 391†....	3	Soc. Stud.	5
Soc. Stud.	5	Soc. Stud.	5		<hr/>
	<hr/>		<hr/>		18
	17		15		

Senior Year

Physics	5	Physics	5	Physics	5
Soc. Stud.	5	Student Teaching or Electives†	12	Educ. or Electives..	11
Educ. or Electives†..	8		<hr/>		<hr/>
	<hr/>		17		16
	18				

* Requirements for College of Liberal Arts and Sciences.

† Requirement for College of Education.

- 101, 102. **Survey Course in Physics.** Mechanics, mechanical vibration, wave motion, light and sound covered in 101; heat and electricity taken up in 102. 101 and 102 together constituting a single complete course. Planned for those whose chief interests are not in the natural sciences, to enable them to interpret intelligently common physical phenomena, and to obtain some insight into scientific methods. Mathematics and measurements not stressed. 101 and 102 to count toward graduation, but not to be used to meet pre-medical or pre-engineering requirements in physics. Those desiring to meet these requirements, or desiring further work in this field, and all electing physics as a major or minor, must take their general college physics in 106, 107, and 108. A student desiring credit in 106, 107, and 108 should not take 101 and 102. 4 hours each.

- 106, 107, 108. **College Physics.** 106 including mechanics and sound; 107, electricity and magnetism; 108, heat and light. These three courses open to all students; may be taken in any order. Especially recommended for those who are scientifically inclined, who plan to take additional work in physics, or who desire pre-technical training. 5 hours each.
209. **Photography and Geometrical Optics.** Principles of geometrical optics with applications to photography, including a treatment of the laws of image formation, optical systems, aberrations in optical systems, optical instruments, and elementary photographic techniques. Prerequisites, Physics 108 and Mathematics 106 or 111 and 112. 5 hours.
301. **Mechanics.** An intensive study of forces, moments, translational and rotational motion, energy, friction, machine, elasticity of beams, mechanics of fluids. Supplementary material including laboratory and demonstration experiments. 5 hours.
- 301a. **Analytical Mechanics for Engineers.** Not for those students who take 301. Prerequisite, Mathematics 251, or registration therein. 5 hours.
303. **Heat.** A study and measurement of the fundamental quantitative aspects of heat. Also, considerable attention to the principles and applications of thermodynamics. 5 hours.
305. **Magnetism and Electricity.** Intensive study of fundamentals; Gauss' theorem, magnetometers, equipotential surfaces, capacity, energy, electrometers, alternating current, electromagnetics, applications. 5 hours.
306. **Magnetic and Electrical Measurements.** A laboratory course stressing accuracy and technique. Includes resistances, galvanometers, electrical currents, capacities, damping, potentiometers, self and mutual induction, hysteresis losses. 5 hours.
308. **Sound.** Theory of vibrations, vibration systems and sources of sound, transmission, reception, transformation, measurement of sound energy, technical applications. 5 hours.
310. **Light.** A detailed study of light phenomena, including principles and theories underlying measurement of speed, propagation of light, optical instruments, spectra, interference, diffraction, polarization, radiation in general. 5 hours.
312. **Radio.** A study of the fundamental principles of radio reception, and phone and C. W. transmission. Special attention given to the more important receiving circuits, including the regenerative, neutrodyne, and superheterodyne. Laboratory demonstrations and experiments used to supplement the course. 5 hours.
314. **Introduction to Modern Physics.** A course offering a general survey of recent and fascinating developments in physics. Including such subjects as the electron, thermionics, the photoelectric effect, radioactivity and isotopes, astrophysics, relativity, atomic and nuclear topics. 5 hours.
316. **History of Physics.** A study of the development of physics thought, concepts and theories, including the results and methods of contemporary physical research. This course especially valuable for those who desire to teach. 5 hours.
405. **Electronics.** Alternating current theory, including circuit analysis by the use of complex numbers. Principles of vacuum tubes, including a treatment of rectifier, amplifier, oscillator, and photo tube circuits. Application of electronics, including discussion of electron tube instruments. Prerequisites, integral calculus and three advanced physics courses. 5 hours.

410. **Advanced Optics.** Diffraction, dispersion, refraction, reflection, spectra. Special measurements taken and highly technical apparatus studied. Prerequisite, calculus and three advanced Physics courses, including Physics 310. Recitation two hours, laboratory three hours weekly. 4 hours.
414. **Recent Developments.** A course stressing those recent developments in physics which are of special importance in experimental, theoretical, or applied fields. An abundance of material because of the present rapid rate of such developments. Emphasis given to atomic energy and sub-atomic particles, electronoptics, high velocity projectiles, and ultra-high frequency radiation. Prerequisites, integral calculus and three advanced physics courses. 5 hours.
420. **Special Projects.** Same general character as Physics 520, below, but adapted to advanced undergraduate students. Prerequisite, integral calculus and adequate physics background. 2-5 hours.
430. **Physical Literature.** Study of source materials in the field of physics. Also library search and bibliography on special subjects. Two conference hours weekly. Prerequisite, integral calculus and three advanced physics courses; one year of French or German. 2 hours.
520. **Special Projects.** A course in which each student is assigned a definite investigative topic which demands of him considerable resourcefulness and initiative. Required use of appropriate scientific methods and techniques. Individual project to be determined by student's needs and ability, and by the facilities of the department. The project selected from one of the following groups:
1. Experimental problems of a research nature.
 2. Experimental problems of a developmental or instrumental nature.
 3. Educational or professional projects in the field of physics.
 4. Theoretical problems of a research or borderline-research nature.
- Prerequisite, graduate status and adequate physics background. 2-5 hours.

Astronomy

- 201, 202. **Introduction to Astronomy.** These two terms together constituting a single complete course. Four recitations a week, together with frequent evening observations with and without telescope. Study progresses from the earth to the moon, the sun, the planets, the stars, and the nebulae; varying phases of the moon and the inferior planets, the vast distances to the stars, their great magnitude and high velocities, their constitution, temperature, and brillance. Especially helpful in presenting the difficult problems of mathematical geography and in vitalizing nature study work. 4 hours each.
- 301, 302. **Astronomy.** A more advanced course, similar to 201 and 202, for senior-college students. 4 hours each.

PHYSIOLOGY

Associate Professors Bucar, Kaplan (Acting Chairman), Reilly.

The Department of Physiology, formerly a part of the Department of Physiology and Health Education, will offer a minor beginning the Fall Quarter, 1949.

209. **Introduction to Physiology.** Form and function as interdependent characteristics of the various systems of the human body. Demonstrations and class experiments illustrating simple facts of human physiology. Preliminary but not prerequisite to all other courses in physiology. 5 hours.

300. **Human Anatomy.** By the use of skeletons and manikins, the principles of human anatomy introduced. Designed especially for majors in the biological sciences in Health Education, and in physical education. 4 hours.
303. **Physiology of Exercise.** A study of the effects of exercise upon the various systems of the body. Designed especially for majors in health education and physical education. 2 hours.
- 315, 316, 317. **Advanced College Physiology.** Series of three consecutive courses, especially designed for students intending to do advanced work or teaching in the biological sciences. (Course 315, Blood, Circulation, and Respiration; Course 316, Gastrointestinal and Endocrine Systems; Course 317, Nervous System and Special Senses.) Admission by permission of the instructor. 5 hours for each course.
360. **Fundamentals in Clinical Laboratory Testing.** Introduction to the techniques and simpler principles of diagnostic tests employed in clinical medicine. Recommended as elective course for pre-professional students in the fields of medicine, nursing, dentistry, veterinary medicine, and allied sciences. 2 hours.
365. **Introduction to Pathology.** Gross and microscopic changes in tissues due to local or systemic disease conditions. Prerequisite, Zoology 420. 2 hours.
380. **The Meaning of the Physical Examination.** Introduction to the techniques of a physical examination, and discussion of the results of the significance of such an examination. Primarily for majors and minors in health education, in physiology, and in physical education, and for pre-professional students. 2 hours.
400. **History of Medicine.** Including the history of medicine from antiquity to the present, with moderate emphasis on the latest medical discoveries and their significance. 2 hours.
- 450, 451, 452. **Special Problems in Advanced Physiology.** Selected studies with review of the latest literature on various phases of human physiology. 4 hours each.
- 590, 591, 592. **Methods and Problems in Research.** Prerequisite, Physiology 451. Permission of department chairman. 4-6 hours.

SOCIOLOGY

Professor Johnson (Chairman); Associate Professor Tudor; Assistant Professors Harlan, Petroff; Instructor McCrary; Visiting Lecturer in Social Welfare, Aken.

At the undergraduate level, the department offers major and minor sequences for candidates for the degrees of Bachelor of Arts and Bachelor of Science in Education. A special sequence of pre-professional courses is provided for candidates for the degree of Bachelor of Arts, who plan to enter a professional school of social work. (See statement of special requirements below.)

At the graduate level, the department offers major and minor sequences for the degree of Master of Arts, and academic major and minor sequences for candidates for the degree of Master of Science in Education. Sociology courses may also be taken as a part of a major sequence in the social science field. *For special requirements in connection with graduate majors, see the Graduate School Bulletin.*

General Requirements for Undergraduate Major Course Sequences:

For students in the College of Liberal Arts and Sciences, a major sequence in Sociology shall consist of not fewer than 42 quarter hours. Such students should complete a minor sequence of not fewer than 24 hours in a

related field; e.g., Economics, Geography, Government, History, or Psychology.

Students in the College of Education may take a major sequence of 36 quarter hours in Sociology, with one minor of at least 24 quarter hours in another social science, or other related subject, and a second minor sequence in a different department; or a major sequence of 48 quarter hours in Sociology, with a single minor sequence of 24 hours in a different field. For students who expect to teach Sociology in secondary schools, the 36-hour plan, with one minor sequence in another social science, is recommended. The foreign language requirement for students who take a major sequence in Sociology in the College of Education shall be the same as for students in the College of Liberal Arts and Sciences, but this requirement may be waived in case of students who will otherwise complete all requirements for the degree of Bachelor of Science in Education prior to August 31, 1950.

All students taking major sequences in sociology are required to take Mathematics 120 (Elementary Statistics) and Sociology 460. Sociology 300 is required of all majors except those taking the preprofessional social work program.

Students who desire to take a minor sequence in sociology are invited to consult the department chairman, or other members of the department staff for advice in selection of courses which will contribute most of their academic and professional aims.

Special Requirements of Preprofessional Social Work Program:

Freshman and sophomore years: All requirements for the first two years of attendance, as listed in the University Catalog under the heading, "Requirements for the Bachelor's Degree in All Colleges" will be satisfied, and, in the satisfaction of these requirements, the following courses will be taken; Mathematics 106 and 120, Government 101 or 231, Sociology 101, Zoology 101, Economics 205, and History 202.

In addition to the 68 quarter hours of prescribed work, the following electives are strongly advised: Education 205 (4 hours), Government 232 (3 hours), Health Education 206 (2 hours), and 209a (4 hours), Sociology 202 (5 hours), and three terms in one foreign language (9 hours). If these courses are pursued, the student will complete a total of 95 quarter hours in the first two years of work, or an average of 16 quarter hours per term.

Junior and Senior Years: Before registering for the first term of the junior year, all students should have individual conferences with the instructor in charge of the preprofessional social work training, at which time a program of upper-level courses will be outlined. This program will be varied according to the special professional interests of the student, but all students in this program will complete the following sociology courses: 301 (3 hours), 310 (4 hours), 335, 336, and 337, (15 hours), 355 (4 hours), 375 (4 hours), 408 (3 hours), and 460 (3 hours).

101. **Introductory Sociology.** Survey of Sociology. Interrelationships of personality, social organization, and culture; major social processes; structure and organization of groups. This course, prerequisite to all other courses in Sociology. Staff. 5 hours.
202. **Applied Sociology.** An application of sociological principles to the analysis of various contemporary social problems. Prerequisite, Sociology 101. Staff. 5 hours.
210. **General Anthropology.** Origin of man and culture; cultural types and processes; environmental effects. One or two field trips—cost about \$2.00. Prerequisite, Sociology 101. Petroff. 5 hours.
300. **Principles of Sociology.** The development and scope of scientific sociology. The individual and the group; social processes; social organization and structures; planned and unplanned social change; special fields of sociology. Prerequisite, Junior standing. Required of all majors except those taking the Preprofessional Social Work Program. 4 hours.

301. **Juvenile Delinquency.** The nature of juvenile delinquency and factors contributing to delinquent behavior; practices and proposals in connection with treatment and prevention of delinquency. Prerequisites, Sociology 101 and 202. Petroff. 3 hours.
303. **Marriage and Parenthood.** Processes of courtship and mate selection in contemporary society; biological, psychological, social and legal aspects of marriage; social and legal obligations of parenthood. Prerequisite, Sociology 101. 3 hours.
305. **Social Institutions.** Concepts of social institutions, study of the origin, development, and variability of human institutions, and of the processes of institutional lag and institutional change in contemporary society. Prerequisites, Sociology 101. Petroff. 3 hours.
310. **The Family.** The family in historic society and various contemporary cultures; the Industrial Revolution and the evolution of the modern family; changes in family functions; the family and the community; changing roles of women; the child in the family; growing instability; family constellations and personality development. Prerequisites, Sociology 101 and 202. Johnson. 4 hours.
311. **Urban Sociology.** The rise, development, structure, culture, and problems of early and modern cities; urban personality types and human groupings. Prerequisites, Sociology 101. Harlan. 4 hours.
314. **Population Problems.** Analysis of composition and characteristics of changing populations. Birth rates; death rates; migration and mobility; population growth. An introduction to population theory and policy. Prerequisites, Sociology 101, Economics 205, Geography 100, or Government 101. Tudor. 4 hours.
315. **Crime and Its Treatment.** The nature of crime; classifications, changing types of crime, criminal statistics, causal factors; theories and procedures in the treatment of the criminal. Prerequisites, Sociology 101 and 202. Petroff. 3 hours. Field trip to a penal institution—cost about \$1.50.
316. **Sociology of Rural Life.** Organization, structure, and functioning of rural groups; the composition and distribution of the people in the rural segment of the American society. Prerequisites, Sociology 101 and 202. Tudor. 4 hours.
320. **Race and Minority Group Relations.** Racial and cultural contacts and conflicts, the nature and causes of prejudices; status and participation of various minority groups in American society; national and international aspects of minority problems. Prerequisites, Sociology 101. Johnson. 3 hours.
325. **Industrial Sociology.** Interpretation of the theories and principles which underlie the present organization of mass production; socially disintegrating effects of unemployment, standardization, and technology. Prerequisites, Sociology 101, and Economics 310. 3 hours.
330. **Propaganda and Public Opinion Analysis.** Techniques and characteristics of propaganda, and the methods devised to measure and estimate public opinion on controversial issues. Prerequisites, Sociology 101 and 202. Harlan. 3 hours.
331. **Social Control.** The means by which members of groups are regulated; the importance of social institutions as factors in the shaping of group opinion; analysis of factors and techniques of directing social action. Prerequisites, Sociology 101 and 202. Petroff. 4 hours.
335. **Introduction to Social Work.** The meaning of professional social work. Development of principles of scientific social work. Philosophy, ob-

- jjectives, and procedures of social work. Prerequisites, 101 and 202. Aken. 5 hours.
336. **History and Organization of Social Work.** Development of private and public agencies and organizations. Extent and status of social work organizations in the United States today. Social welfare legislation. Prerequisites, Sociology 101, 202, and 335. Aken. 5 hours.
337. **Introduction to Interviewing.** Uses of the interview. Types of interviews. Relationship between the interviewer and the respondent. Class exercises in interviewing. Prerequisites, Sociology 101, 202, 335, and 336. Aken. 5 hours.
355. **Social Psychology.** Interaction of biological and social factors in adjustment behavior; expanding patterns of interaction and the roles of various groups; concept of personality; individual differences and differentiating factors; theories of personality types. Prerequisite, Sociology 101 or Education 205. Johnson. 4 hours.
366. **The American Indian.** Survey and comparison of principal North American cultures with emphasis upon those of the Mississippi Valley. Acculturation, assimilation, cultural change, and cultural lag as illustrated in contemporary Indian cultures. One or more field trips—cost about \$2.00. Prerequisite, Sociology 210 and sophomore standing. Petroff. 3 hours.
369. **Techniques of Group Leadership.** The application of leadership principles; kinds of leadership; effective techniques of group control; practice in experimental group situations. Prerequisites, Sociology 101. Tudor. 3 hours.
375. **Community Organization.** Factors involved in community organization and their integration; types, aims, and objectives; community diagnosis; relationships with larger social units in the national life; individual case study of a specific community. Prerequisite, Sociology 101. Field trips to nearby communities—cost about \$3.00. Tudor. 4 hours.
381. **Personality and Social Adjustment.** Survey of recent psychological and sociological theories relating to personality; problems of personal adjustment in major social relationships; adjustment norms and deviations from the normal; techniques for the analysis and classification of personalities. Prerequisite, Sociology 355. Johnson. 4 hours.
401. **Sociology of Infancy and Childhood.** The definitive influences of primary groups; origins of self- and role-concepts; relationship between early and later development; cross-cultural and inter-class comparisons. Prerequisites, Sociology 310, 355, or 381. Harlan. 3 hours.
402. **Problems of Old Age.** Increase in numbers of the aged; living accommodations; family relationships, social participation, and personal adjustment; role and status in the community. Retirement and public assistance programs. Prerequisite, 15 hours of sociology. Harlan. 3 hours.
- 408 (410). **Social Research Methods I.** Discussion and evaluation of various methods of sociological research, including case study, sampling studies, survey, historical, demographic, and sociographic studies. Location and use of primary and secondary sources of data; classification and interpretation of data. Prerequisite, 15 hours of sociology and Mathematics 120. Tudor. 3 hours.
409. **Social Research Methods II.** Continuation of 408, with instruction and supervised practice in methods of collecting original data in the field. Individual or group projects and written reports; critiques. Prerequisite, 408. Graduate staff. 3 hours.

410. **Social Research Methods III.** Continuation of 409, with special emphasis on methods of presenting various types of research materials; case reports and summaries; tabular and graphic presentation of statistical data; logical classification and organization of facts; principles of induction; statement of conclusion; preparation of manuscript for publication. Prerequisite, 409. Graduate staff. 3 hours.
450. **History of Social Thought Prior to the Twentieth Century.** A critical survey of the social thinking of some outstanding teachers of ancient, medieval, and modern times, including Egyptian, Oriental, Hebrew, Christian, Greek, and Roman representatives; the schools of social thought developing after the Middle Ages. Johnson. 4 hours.
455. **Contemporary Sociology.** Developments in Sociology since 1850, with special attention to works of Comte, Spencer, Ward, Max Weber, Gumplowiez, Giddings, Small, Sumner, Ross, Cooley, Durkheim, and leading contemporary sociologists. Prerequisites, Sociology 101 and 202. Johnson. 4 hours.
460. **Current Literature, Professional Interest and Opportunities in Sociology.** Students to read, report on, and evaluate content of leading sociological journals. Discussion of professional applications of sociology and opportunities open to persons with advanced training in this subject. Prerequisite, 15 hours of sociology. Required of all majors. Staff. 3 hours.
469. **Theory of Group Leadership.** Classification of leaders, theories of leadership; tests and measurement of leadership; analysis of representative leaders. Prerequisites, Sociology 101, 331, 369. Tudor. 3 hours.
490. **The Teaching of History and the Social Sciences in the Secondary School.** (See History 490.)
491. **Materials for the Teaching of Sociology in Secondary Schools.** Use of textbooks and collateral reading materials; charts, film strips, educational films, and other teaching aids; discovery and utilization of local data and situations. Prerequisite, History 490. 1 hour.
500. **Cultural Change.** Processes of cultural change in the modern world; culture lag and culture conflict; individual and social problems arising from conflicting systems of cultural norms. Prerequisites, Sociology 101 or 210, and 202. Johnson. 3 hours.
510. **Thesis.** Prerequisites, Sociology 410 and 24 hours of Sociology. Graduate staff. 6-9 hours.
512. **Human Ecology.** The spatial structure of societies; social, industrial, geographic, psychological, and cultural factors in stratification of human groups; theoretical significance of recent ecological research. Prerequisite, 24 hours of Sociology. Tudor. 3 hours.
515. **Seminar on the Family.** Problems created in the home and family by the impact of economic and social changes, and measures for meeting these problems; programs for the conservation of the family and for raising the level of family welfare. Prerequisites, Sociology 310 and 24 hours of Sociology. Johnson. 4 hours.
520. **Social Disorganization.** Disorganization within contemporary society; interrelationship of social, economic, and political problems; application of theory of prevention and treatment. Prerequisite, 24 hours of Sociology. Tudor. 4 hours.
550. **Seminar—Foundations of American Sociology.** A detailed study of the writings of pioneer American sociologists: Ward, Sumner, Giddings, Ross, Small, and Cooley. Course continuing through two quar-

- ters, meeting three hours each week. Prerequisites, Sociology 455 and 24 hours of sociology. Graduate Staff. 6 hours.
556. **Readings in Sociology.** Supervised readings in selected subjects. Graduate staff. Hours and credits to be arranged.
560. **Social Processes.** Analysis of social processes and the social structures which arise from them. Prerequisite, 24 hours of sociology. Johnson. 3 hours.
565. **Seminar in Social Psychology.** Survey of theories of human nature and the development of personality. Individual studies of special theories, problems, and research procedures. Prerequisites, Sociology 355 or Education 306 or 345. Johnson. 4 hours.
575. **Seminar in Community Development.** Analysis of community types found in other countries; the development of community types in the United States; principles governing their organization and functioning. Prerequisite, 24 hours of sociology. Tudor. 4 hours.
580. **Social Organization.** Organization of human groups in contemporary as well as in primitive societies, including the theories of social organization, group structure, and social processes. Prerequisites, Sociology 450, 455, and 24 hours of sociology. Tudor. 4 hours.

ZOOLOGY

Professor Gersbacher (Chairman); Associate Professors Foote, Rafalko, Stein; Assistant Professors Klimstra, Lewis.

A total of forty-two to forty-four quarter hours is required for a major in Zoology. Six courses are required for a minor.

Zoology 101, 105, 200, 201, 300, 320, and 335 or their equivalents are required on a major in Zoology in the College of Liberal Arts and Sciences.

Zoology 101, 105, 200, 201, 300, and 335 or their equivalents are required on a major in Zoology in the College of Education.

Zoology 101, 105, and four other courses, two of which should be on the 300 level, are required for a minor.

Zoology 101, 105, 200, 201, 300, 320, and 321 are courses which will be of great value to pre-medical and pre-dental students, and to those planning to take nurses training.

One year of foreign language (preferably French, German, or Russian) is required of all majors.

Students who desire to specialize in Game Management and Fisheries Management will be especially interested in Zoology 360, 365, 460, 461, 465, for a Bachelor's Degree, and Zoology 560, 565 for a Master's Degree. Prerequisite for these courses, six terms of zoology and consent of instructor.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Zool. 101	5	Zool. 105	5	Bot. 101	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Foreign Language*. 3		Foreign Language*. 3		Foreign Language*. 3	
Geog. 100	5	Soc. 101 or Econ. 205	5	Math. 106 or 111....	4

Sophomore Year

Zool. 200	5	Zool. 201	5	Bot. 203	5
Chem. 111	5	Chem. 112	5	Chem. 113	5
Hist. 201	5	Eng. 205 or 209....	3	Mus. 100 or Art 120	3
Eng. 211 or 212....	3	Health Ed. 202....	4	Govt. 101 or 231....	5

Junior Year

Zool. 300	5	Bot. 202	5	Zool. 335	5
Chem. 305	4	Chem. 306	4	Chem. 451	4
Physics or Electives	4	Physics or Electives	4	Eng. 300 or 391	3
Educ. 205	4	Electives	4	Educ. 305, 306 (or 345)	4

Senior Year

Zoology Electives...	4	Zoology Electives ..	5	Zoology Electives...	4
Educ. 331	4	Educ. 315	4	Educ. 310	4
Student Teaching ..	4	Student Teaching ..	4	Student Teaching ..	4
Electives	3	Electives	4	Electives	4

* Language recommended: French, German, or Russian.

Six hours of physical education are required of all students in their freshman and sophomore years. Health Ed. 202 is required. Also 3 hours of agriculture, business, home economics, or industrial education, unless these were credited in high school.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Zool. 101	5	Zool. 105	5	Bot. 101	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Foreign Language*..	3	Foreign Language*..	3	Foreign Language*..	3
Geog. 100	5	Soc. 101	5	Math. 106 or 111....	4

Sophomore Year

Zool. 200	5	Zool. 201	5	Bot. 203	5
Eng. 211 or 212....	3	Health Educ. 202..	4	Govt. 101, 231 or Ec. 205	5
Hist. 201	5	Eng. 205 or 209....	3	Chem. 113	5
Chem. 111	5	Chem. 112	5	Mus. 100 or Art 120.	3

Junior Year

Zool. 300	5	Bot. 202	5	Zool. 335	5
Chem. 305	4	Chem. 306	4	Chem. 451	4
Physics 106 or Elect.	4	Physics 107 or Elect.	4	Physics 108 or Elect.	4
Phil. 200 or Ed. 206.	4	Zoology Electives...	4	Electives	4

Senior Year

Zool. 320	4	Zool. Electives	5	Zool. Electives	4
Electives	12	Electives	12	Electives	12

* Language recommended: French, German, or Russian.

Six hours of Physical Education are required of all students in freshman or sophomore years. Electives must include 3 hours of Practical Arts and Crafts if these were not taken in high school.

101. **General Vertebrate Zoology.** The salient facts of vertebrate zoology, taking note of evolutionary development. Studies of each chordate class, with special emphasis on the amphibian type. Open to all junior-college students. 5 hours.
105. **General Invertebrate Zoology.** The complex cell, its specialization into various types, and the rise of tissues, organs, and systems characteristic of invertebrates. Zoology 105 to be taken before Zoology 101 or following it, as suits student's convenience. 5 hours.
200. **Comparative Vertebrate Anatomy I.** Comparative studies of skeletal and muscular structures from a phylogenetic and evolutionary aspect. Prerequisite, Zoology 101, or its equivalent. 5 hours.
201. **Comparative Vertebrate Anatomy II.** Comparative studies of the digestive, reproductive, circulatory, and nervous systems of verte-

- brates. Prerequisite, Zoology 101, or its equivalent. Zoology 201 to be taken before or after Zoology 200, as suits the student's convenience. 5 hours.
210. **General Ornithology.** Recognition of the local birds, and the study of their calls, feeding, nesting, and migratory habits; their relation to human welfare. Cost of field trips, \$10-\$25 per student.
215. **Entomology.** Identification of local insects, the study of their life histories, and their economic importance. Prerequisite, Zoology 105, or its equivalent. 4 hours.
300. **Vertebrate Embryology.** Emphasis placed on the ontogeny of the individual and its relation to vertebrate phylogeny; use of the chick and pig embryos as types. Prerequisite, Zoology 201, or its equivalent. 5 hours.
310. **Animal Ecology.** The study of animals in their habitats, relations, formations, and associations. Cost of field trips, \$10-\$25 per student. Prerequisite, Zoology 335. 4 hours.
315. **Genetics.** A general course involving the principles of evolution and genetics, with experimental work in breeding strains, etc. This course the same as Botany 315. Prerequisite, approval of the department. 5 hours.
- 320 (420). **Histology of Organs.** Microscopic study of organs and tissues, with their origin and development. Prerequisite, one year of Zoology. 4 hours.
- 321 (421). **Histological Technique.** The latest methods of preparing histological material. Prerequisite, one year of zoology or botany. 5 hours.
335. **Field Zoology.** A study of local fauna, its taxonomy, and its distribution. Cost of field trips, \$10-\$25 per student. Prerequisites, Zoology 101 and 105, or their equivalents. 5 hours.
351. **Economic Biology.** Effects of plants and animals upon the economic welfare of man. Not to be taken by students who have had Botany or Zoology 350. 4 hours. This course the same as Botany 350.
360. **Game Management.** General survey of management technics; census methods, food habit analysis, fur grading, data collection, area mapping, and animal population controls. Prerequisite, 2 years of Zoology. 4 hours.
365. **Fish Management.** Introduction to methods of fishery management and techniques of fishery investigation. 5 hours.
380. **History of Biology.** A story history of the biological sciences from the early Greek philosophers to the present time. Prerequisites, one year of Zoology and Botany. Not to be taken by anyone who has had Zoology 330. 4 hours. This course same as Botany 380.
405. **Comparative Anatomy of Invertebrates.** The comparative study of the development of tissues, organs, and systems; and their tendencies in the invertebrates. Prerequisite, Zoology 105, or its equivalent. 4 hours.
406. **Protozoology.** A general consideration of the taxonomy, cytology, reproduction, and physiology of unicellular animals. Laboratory methods of culturing and preparing microscopical slides receive attention. Prerequisite, one year of zoology. 5 hours.

411. **Advanced Animal Ecology.** A continuation of Zoology 310 with stress on some particular phases of animal relationship, or on the effect of some environmental factor. 4 hours.
422. **Introduction to Research Techniques.** The working out of special problems in technique (beginning research). Prerequisite, Zoology 321, or its equivalent, and special permission from the department. 4 hours.
440. **Experimental Zoology and Endocrinology.** Principles of development and organization of animals by experimental study of living forms. Experiments including regeneration and transplantation of organs and tissues, organization of the egg, effects of external and internal factors in development, with emphasis on glands of internal secretion. Prerequisites, Zoology 300 and Chemistry 306. 5 hours.
460. **Game Birds.** A consideration of the taxonomic groups of birds, with special emphasis on game and predatory species, including recognition, life histories, habits, and management. 4 hours.
461. **Mammalogy.** A consideration of the taxonomic groups of mammals, with special emphasis on the game species, including recognition, life histories, habits, and management. 4 hours.
465. **Icthyology.** The taxonomic groups and natural history of fishes. 4 hours.
470. **Methods in Biology.** A study of methods, consisting of consideration of objectives, different types of courses, teaching the scientific method, the laboratory method, the project method, field studies, measurements, evaluation, and other problems in the teaching of the biological sciences. Lectures, recitations and readings. 4 hours. Winter. This course the same as Botany 470.
500. **Parasitology.** Collection, identification, morphology, life, history, studies, and control measures for the main groups of the parasites of vertebrate animals. 5 hours.
510. **Bio-ecology.** A study of the composition and development of biotic communities, and of the relationships of plants and animals to their environment. Cost of field trips \$10-\$25 per student. 5 hours.
511. **Limnology.** A study of the biology of Crab Orchard Lake, Horse Shoe Lake, and various streams of Southern Illinois. Cost of field trips \$10-\$25 per student. 5 hours.
512. **Animal Geography.** 5 hours.
540. **Endocrinology.** Lectures, discussions, and reading on comparative morphology, physiology, and pathology of glands of internal secretion. (Not to be taken by students who have had Zoology 430.) 4 hours.
560. **Advanced Game Management.** Advanced study of management principles relating to maintenance and improvement of resources of game; individual problems in planning management programs co-ordinated with wise land usage. 5 hours.
565. **Advanced Fish Management.** A study and application of fishery management methods. Organizing of surveys and studies. 5 hours.
- 581 (591). **Readings in Current Zoological Literature.** 3 hours.
- 590-595. **Problems and Research in Zoology (Thesis).** 2-5 hours each term. Not more than 9 hours to be taken from this group.

COLLEGE OF VOCATIONS AND PROFESSIONS

The College of Vocations and Professions was established to serve the needs of those students—

1. Seeking a four-year education leading to the bachelor's degree.
2. Interested primarily in vocational competence and not in a university degree.
3. Desiring certain pre-professional training.

For the students following the four-year course, the programs of study are arranged to give a technical knowledge and understanding, a broad educational background, and the ability to organize and to present technical and professional matters in a clear and convincing manner.

For a student interested in specialized competence rather than a university degree, individualized groupings of courses suited to that student's special needs will be worked out by the department chairmen. Such students should confer with the appropriate department chairman before the registration date, so their cases can be given ample consideration.

Students interested in professional training may, in certain fields, take the first two years of preliminary training here. It is suggested that such students bring with them a catalog of the school where they expect to complete the professional training so that the pre-professional training here may be selected to best advantage.

While a student may choose his field of specialization late in his college career, it is desirable to make the choice early.

Degrees Granted

The College of Vocations and Professions offers the degree Bachelor of Science in each of the following departments—

Agriculture	Home Economics
Art	Industrial Education
Business Administration	Journalism
Economics	Speech

It also offers the degree, Bachelor of Music, in the Department of Music.

Students desiring teacher-training in any of the fields of this college will take their subject matter work here, but they should register in the College of Education. Professional education courses are accepted toward a degree in this college only by special permission of the Dean obtained in advance.

Pre-Professional Programs

Pre-Engineering

In general, the schools specify approximately the same courses for the first year, irrespective of the type of engineering training. A suggested curriculum for the work to be taken at this University is as follows:

First Term	Second Term	Third Term
English 101 3	English 102 3	English 103 3
Chemistry 111 5	Chemistry 112 5	Chemistry 113 5
Math. (Algebra) 111. 4	Math. (Trig.) 112.... 4	Math. (Geom.) 113.... 5
Ind. Educ. 101..... 4	Ind. Educ. 106..... 4	
Physical Educ. 151... 2	Physical Educ. 152.. 2	Physical Educ. 153... 2

At the end of the first year, the student should be able to transfer to almost any engineering college without loss of credits. With careful counselling and guidance from the engineering school catalog, the student should also be able to arrange the second year's program so that, without loss of credit, it will count toward the engineering degree. The program for the second year will normally include

Physics 106	5	Physics 107	5	Physics 108	5
Math. (Cal.) 251.....	4	Math. (Cal.) 252.....	4	Math. (Cal.) 303.....	4
Econ. 205	5	Ind. Educ. 205.....	4	Speech 101	4

The other pre-professional programs will be individually arranged with the counselor. They are

Pre-Forestry

Pre-Medical Technology

Pre-Nursing

Requirements for Graduation

Each candidate for the bachelor's degree must fulfill the general university requirements as listed on pages 39 and 40.*

The suggested curricula include the requirements.

*The Bachelor of Music curriculum is an exception to this general rule.

AGRICULTURE

Associate Professor Tucker (Acting Chairman); Assistant Professors Clark, Reed; Instructors Fehrman, Woods.

The Department of Agriculture offers curricula leading to the following degrees:

1. Bachelor of Science in Education.
2. Bachelor of Science (for students in the College of Vocations and Professions).

For a major in Agriculture, a minimum of 48 hours is required.

In addition, the Department offers the first two to three years' work leading toward certification under the Smith-Hughes Law for teaching vocational agriculture. This training must be completed at a Land Grant College.

Suggested Curriculum in College of Education

(Leading to Degree Bachelor of Science in Education)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Agr. 105	4	Agr. 124	3	Agr. 102 or 103.....	3
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120 or Music 100	3	Geog. 100 or Soc. 101	5	Zool. 105 or 101.....	5
Bot. 101	5	Math. 106 or Physics 101	4	P. E.	2
P. E.	2	P. E.	2	Electives	2
	<hr/> <u>17</u>		<hr/> <u>17</u>		<hr/> <u>15</u>

Sophomore Year

Chem. 108	5	Agr. 102 or 103	3	Agr. 125	4
Educ. 205	4	Chem. 248	5	Agr. 231	4
Eng. 205, 206, 209, 211, or 212	3	Economics	5	Chem. 258	5
H. Ed. 202.....	4	Eng. 205, 206, 209, 211, or 212.....	3	Hist. 201	5
	<hr/> <u>16</u>		<hr/> <u>16</u>		<hr/> <u>18</u>

Junior Year

Agr. 202	4	Agr. 314	5	Agr. 260	3
Eng. 300 or 391....	3	Agr. 315	5	Agr. 304	3
Govt. 300	5	Educ. 305	4	Agr. 350	4
Electives	4	Electives	2	Educ. 310	4
	<hr/> <u>16</u>		<hr/> <u>16</u>		<hr/> <u>16</u>

Suggested Curriculum in College of Vocations and Professions

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Agr. 105	4	Agr. 124	3	Agr. 102 or 103.....	3
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120 or Music 100	3	Geog. 100 or Soc. 101	5	Zool. 105 or 101.....	5
Bot. 101	5	Math. 106 or Physics 101	4	P. E.	2
P. E.	2	P. E.	2	Electives	2
	<hr/> <u>17</u>		<hr/> <u>17</u>		<hr/> <u>15</u>

Sophomore Year			
Chem. 108	5	Agr. 102 or 103....	4-5
Eng. 205, 206, 209, 211, or 212.....	3	Chem. 248	5
Govt. 101	5	Eng. 205, 206, 209, 211, or 212.....	3
H. Ed. 202.....	4	Economics	5
	<hr/> <hr/> 17		<hr/> <hr/> 17-18

Junior Year			
Agr. 202	4	Agr. 314	5
		Agr. 315	4

- 102. Cereal Crops.** Production and harvesting of common farm crops; improvement; seed purity and germination; grain quality; insects, diseases, weeds, and their control. Prerequisite, Botany 101. 3 hours. Usually Winter Quarter.
- 103. Forage Crops.** Adaptation, culture, and utilization of grasses and legumes used chiefly for forage, and their place in crop rotation. Prerequisite, Botany 101. 3 hours. Usually Spring Quarter.
- 105. Animal Husbandry.** A general survey of the industry, including the study of horses, mules, beef cattle, sheep, and hogs; laboratory work in judging. 4 hours. Usually Fall Quarter.
- 124. Fruit Crops.** Fundamentals of propagation and growing of fruit for home use. 3 hours. Usually Winter Quarter.
- 125. Poultry Production.** Breeds, breeding, culling, incubation, brooding, housing, feeding, management, disease control, and marketing of poultry. 4 hours. Usually Spring Quarter.
- 202. Farm Soils.** Soil formation, drainage, acidity, conservation; crop rotation; conservation and utilization of farm manure; liming; chemical deficiencies; soil testing; legumes and nitrogen-fixing bacteria; fertilizers and their application; and practical use for individual crops. Prerequisite, Organic Chemistry. 4 hours. Usually Winter Quarter.
- 215 (112). Small Fruits.** Production of strawberries, brambles, grapes, and miscellaneous small fruits. Prerequisite, Agriculture 124, and Botany 101. 4 hours.
- 231 (131). Dairy Husbandry.** Introductory work, including selection of dairy animals, herd improvement, milk secretion, manufacture of dairy products. 4 hours. Usually Spring Quarter.
- 260 (160). Vegetable Gardening.** Home garden sites and sizes, soils and fertilizers, hot beds and cold frames, varieties, transplanting, tillage, pest control, harvesting and storing. 3 hours. Usually Spring Quarter.
- 303. Surveying.** Chaining, surveying, mapping, and use of the level and other equipment; dimensions and planning of building foundations; drainage of fields, tiling, dam and pond construction; irrigation; gulley control; land clearing. Prerequisite, Mathematics or Physics. 4 hours.
- 304. Landscape Gardening.** Planning for efficiency in site use, and landscaping of home and school ground; simple landscape design for home, farm, and public site with regard to area adaptation. 3 hours.
- 305. Soil Conservation.** A practical course to aid teachers in an understanding of local soil and farm problems; emphasis upon conservation of the soil and control of gulleys. 4 hours.
- 309. Agricultural Education.** Methods of teaching general agriculture in secondary schools. Prerequisites, 16 hours in Education, and 16 hours in Agriculture. 4 hours.

- 314 (204). **Agricultural Economics.** Relation of production to domestic and foreign demand for agricultural products; agricultural finance; prices, marketing, taxation, farm accounts; social relationships. Prerequisite, Economics 205 or equivalent.
- 315 (205). **Principles of Feeding.** Principles of animal nutrition as applied to the feeding of domestic animals. Prerequisites, Agriculture 105 or equivalent, and Organic Chemistry. 4 hours. Usually Spring Quarter.
320. **Advanced Poultry Production.** A study of the problems of the poultryman and breeder; special consideration given to breeding, feeding, broiler and egg production, and management. Prerequisite, Agriculture 125. 4 hours.
- 324 (212). **Orcharding.** The principles of fruit growing, with special reference to commercial orchards; physiology, orchard practices, pest control, harvesting and marketing; peach and apple cultures of primary concern. Field trips. Prerequisites, Botany 101, and Agriculture 124. 4 hours.
325. **Pests of Fruit and Vegetables.** Identification, life history, and practical methods of control of important pests of horticulture crops. Prerequisites, Agriculture 124, 260, or equivalent. 4 hours.
326. **Diseases of Cereal and Forage Crops.** Study of the life history, identification, and practical methods of control of important diseases of cereal and forage crops. Prerequisites, 102 and 103. (Given upon request.) 4 hours.
330. **Dairy Production.** Milk production; herd management; feeding; breeding; calf raising; records and production testing; buildings and equipment; sanitation; common ailments; disease problems; dairy farm practices. Prerequisite, Agriculture 231. 4 hours.
334. **Preservation and Processing of Agricultural Products.** A study of principles involved in canning, freezing, drying, and fermentation of foods and feeds. Prerequisite, 3 courses in Agriculture or Home Economics. 4 hours.
340. **Market Gardening.** Culture, harvesting, and marketing of the commercial vegetables grown in southern Illinois. Prerequisites, Agriculture 260. 4 hours. Usually Fall Quarter.
344. **General Floriculture.** Propagation, culture, and uses of flowering plants in the home, yard, garden, and under glass. 4 hours. Usually Winter Quarter.
350. **Farm Management.** Land use, enterprise coordination, field and farmstead arrangement, and their combination for farm profit. Prerequisites, Agriculture 102, 105, and 204, or equivalent. 4 hours. Usually Spring Quarter.
354. **Greenhouses and Greenhouse Management.** Advantages and disadvantages of this territory for the greenhouse business. Greenhouse practices, crops grown, their culture, handling, and market outlets. 4 hours. Usually Winter Quarter.
360. **Farm Forestry.** A general course including adaptability of forest trees for farm use—their soil and climatic adaptations, uses, and place on private farms; also, planting, culture, and harvesting. 4 hours.
- 365 (265). **Swine Production.** Breeds, breeding, feeding, and management of swine. Prerequisite, Agriculture 205. 4 hours.
375. **Farm Shop.** The set-up of the farm work shop, selection of tools and machines, care and use of tools for general repair work; the value of construction and repair as related to the farm income. 4 hours.

- 380 (280). Sheep Production.** Breeds, breeding, feeding, and management of sheep, and a study of mutton and wool. Prerequisite, Agriculture 205. 4 hours.
- 385 (285). Beef Production.** Breeds, breeding, feeding, and management of beef and dual-purpose cattle. Prerequisite, Agriculture 205. 4 hours.
- 390. Special Studies in Agriculture.** Assignments involving research and individual problems. Approval of department chairman required. 4 hours.
- 391. Advanced Problems in Agriculture.** Assignments involving research and individual studies of a higher specialized nature. Approval of the department chairman required. 4 hours.

ART

Assistant Professors Farnham, Roach, Watkins (Acting Chairman); Instructor Ervin.

The Department offers curricula leading to the Bachelor's degree in all of the three colleges of the University.

1. Bachelor of Science in Education.
2. Bachelor of Arts (for students in the College of Liberal Arts and Sciences). Major in Art History.
3. Bachelor of Science (for students in the College of Vocations and Professions). Majors in Design; Drawing and Painting; Sculpture and Ceramics.

The type program that the student elects should be determined by his ultimate objective. Students desiring a general cultural knowledge of art or expecting to undertake graduate work should take their major in the College of Liberal Arts and Sciences. Students seeking professional training should select a major in the College of Vocations and Professions. Students planning to teach art in secondary schools should enroll in the College of Education.

Suggested Curriculum in College of Education

(Art Education Major)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Art. 110	4	Art 111	4	Art. 112	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101 or Zool. 101	5	Govt. 101	5	Chem. or Phys. 101.	4
Math. 106	4	Math. 107 or 120....	4	Soc. 101	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<hr/> 17-18		<hr/> 17-18		<hr/> 17-18

Sophomore Year

Art 135 215, 220, 250, or 260	3-4	Art 136, 216, 221, 251, or 261	3-4	Art 137, 217, 222, 252 or 262	3-4
Art 225	4	Art 226	4	Art 227	4
Hist. 201 or 202	5	Educ. 205	4	Eng. 209, 211, or 212 3	
P. E. (Women)....	1	Eng. 205	3	I. Ed. 101 or Bus. Ad. 102.....	3-4
Electives	3	P. E. (Women)....	1	P. E. (Women)....	1
	<hr/> 16-17		<hr/> 15-16		<hr/> 14-16

Junior Year

Art Elective	4	Art Elective	4	Art Elective	3
Econ. 205	5	Educ. 305, 306, or 345	4	Educ. 315	4
Eng. 300 or 391....	3	H. Ed. 202.....	4	Educ. 331	4
Electives	4	Electives	4	Electives	6
	<hr/> 16		<hr/> 16		<hr/> 17

Senior Year			
Art Electives	3-4	Art Electives	3-4
Educ. 310	4	Stud. Tchg.	4
Stud. Tchg.	4	Electives	8
Electives	6		
			15-16
	17-18		17-18

Suggested electives: 24 hours in minor subject approved by major professors; one year of foreign language.

Suggested Curriculum in College of Liberal Arts and Sciences

(Major in Art History)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101 or Zool. 101	5	Hist. 102	3	Art 120	3
Hist. 101	3	Phys. 101 or		Geog. 100	5
Math. 106	4	Chem. 101	4	Phys. 102 or	
P. E.	1-2	Soc. 101	5	Chem. 102	4
		P. E.	1-2	P. E.	1-2
	16-17				16-17
					16-17

Sophomore Year

Art 225	4	Art. 226	4	Art 227	4
Eng. 209	3	Ger. 102 or Fr. 102.	3	Hist. 210	5
Ger. 101 or Fr. 101.	3	Eng. 212	3	Ger. 103 or Fr. 103.	3
Econ. 205	5	P. E. (Women)	1	Health Ed. 202	4
P. E. (Women)	1	Electives	6	P. E. (Women)	1
	15-16				16-17
					16-17

Junior Year

Art 347	4	Art 348	4	Art 349	4
Art 345	4	Art 342	4	Art 346	4
Hist. 305	3	Philosophy 345	4	Hist. 415	3
Electives	5	Electives	4	Electives	5
	16				16
					16

Senior Year

Art 357	3	Art 382	4	Art 383	4
Art 381	4	Mus. 337	3	Art 363	4
Electives	9	Electives	8	Electives	7
	16				15
					15

Electives must include 3 hours of Practical Arts and Crafts if these were not taken in high school.

Suggested Curriculum in College of Vocations and Professions

(Major in Design and Advertising Art)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Art 110	4	Art 111	4	Art 112	4
Art 125	3	Bus. 102	3	Math. 107 or 120..	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101 or Zool....	5	Math. 106	4	Soc. 101	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	16-17				15-16
					17-18

Sophomore Year			
Art 245	4	Art 246	4
Eng. 205 or 209....	3	Govt. 231	5
Journ. 100	2	I. E. 101	4
Physics or Chem. 101	4	P. E. (Women)	1
P. E. (Women)	1	*Electives ²	4
*Electives ¹	4		
		17-18	17-18
	17-18		
Junior Year			
Art 215	4	Art 216	4
Art 250	4	Art 275	5
Art 347	4	Art 348	4
Eng. 209, 211, 212..	3	*Electives ⁴	4
Electives	3		
		17	17
	18		
Senior Year			
Art 345	4	Art 346	4
Art 350	4	Art 351	4
Philosophy 316	4	Journ. 303	3
*Electives ⁵	6	Philosophy 345	4
		Electives	3
	18		18

* Suggested Electives: ¹ Spanish 101

² Spanish 102, Ind. Ed. 221

³ Spanish, 103, Ind. Ed. 204

⁴ Art 251, 221

⁵ Art 371

⁶ Art 252

Suggested Curriculum in College of Vocations and Professions (Major in Drawing and Painting)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Art 105	3	Art 106	3	Art 107	3
Art 110	4	Art 111	4	Art 112	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101 or Zool. 101	5	Math. 106	4	Math. 107 or 120....	4
P. E.	1-2	P. E.	1-2	P. E.	1-2
	16-17		15-16		15-16

Sophomore Year

Art 245	4	Art 246	4	Art 247	4
Art 250 or 220	4	Art 251 or 221....	4	Art 252 or 222....	4
Physics 101 or Chem. 101	4	Soc. 101	5	Hist. 201	5
Eng. 205	3	I. E. 101 or B. A. 102	3-4	Music 100	3
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
	15-16		16-18		16-17

Junior Year

Art 225	4	Art 226	4	Art 227	4
Art 320	4	Art 321	4	Art 322	4
Econ. 205	5	Govt. 231	5	Electives	8
Eng. 209, 211, or 212	3	Health Ed. 202	4		
	16		17		16

Senior Year

Art 347	4	Art 348	4	Art 349	4
Art 325, 350, 371....	4-5	Art 326, 351, 372....	4-5	Art 327, 352, 373....	4-5
Art 345	4	Art 346	4	Electives	8
Electives	4-5	Electives	4-5		
	17		17		16-17

Recommended electives: Art 135, 136, 137; Philosophy 300, 345; Education 206; Foreign Languages 101, 102, 103. The language sequence plus a philosophy or psychology course leads to the Bachelor of Arts degree.)

Suggested Curriculum in College of Vocations and Professions

(Major in Sculpture and Ceramics)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Art 105	3	Art 111	4	Art 112	4
Art 110	4	Math. 106 or		Music 100	3
Eng. 101	3	Chem. 101	4	Math. 107, 120, or	
Bot. 101 or		Eng. 102	3	Chem. 102	3
Zool. 101	5	I. E. 101	4	Eng. 103	3
P. E.	1-2	P. E.	1-2	P. E.	1-2
	16-17		16-17		15-16

Sophomore Year

Art 245	4	Art 246	4	Art 247	4
Art 260	4	Art 261	4	Art 262	4
Eng. 205, or 209....	3	Physics 101	4	Soc. 101	5
P. E. (Women)....	1	P. E. (Women)....	1	P. E. (Women)....	1
Art 135	3	Art 136	3	Art 137	3
	14-15		15-16		16-17

Junior Year

Art 225	4	Art 226	4	Art 227	4
Eng. 209, 211, or 212	3	Econ. 205	5	Govt. 231	5
Educ. 206	4	Hist. 201	5	H. Ed. 202	4
*Electives ¹	6	*Electives ²	3	*Electives ³	3
	17		17		16

Senior Year

Art 390 or 302.....	3	Art 391 or 303.....	3	Art 392 or 304	3
Art 393	5	Art 394	5	Art 395	5
*Electives ⁴	8	*Electives ⁵	8	*Electives ⁶	8
	16		16		16

*Recommended Electives:

- ¹ Art 302; Foreign Language.
- ² Art 303, or Foreign Language.
- ³ Art 304, or Foreign Language.
- ⁴ Art 350; Philos. 300.
- ⁵ Art 345; Philos. 345.
- ⁶ Art 357; Art 346.

105. **Drawing.** The study of perspective, shading and cast shadows, in connection with drawing the primary volumes. Media: Charcoal, pastel, pen and ink. Farnham. 3 hours. Fall.
106. **Still Life Drawing.** Representational drawing from still life arrangements. Media: charcoal, pastel, pen and ink. Prerequisite, Art 105. Farnham. 3 hours. Winter.
107. **Landscape Drawing.** The representational approach applied to drawing landscape subject matter, both out-of-doors and in the studio. Media: charcoal, pastel, pen and ink. Prerequisite, Art 105. Farnham. 3 hours. Spring.
- 110, 111, 112. **Basic Design.** Study of design principles fundamental to all concepts of visual expression, combined with experiments in various media. Ervin. 4 hours each. A year's sequence.
120. **Art Appreciation.** A survey course illustrated with lantern slides and colored prints, and treating painting, sculpture, and architecture. Course fills the requirement in Art for non-majors. A field trip is required. Roach. 3 hours. Fall, winter, spring, summer.
125. **Lettering.** Fundamentals of the art, with practice to meet modern advertising requirements. No prerequisite. 3 hours. Fall.

- 135, 136, 137. **Pottery.** The study and practice of various techniques in the use of clay and glazes. Watkins. 3 hours each. A year's sequence.
- 215, 216, 217. **Advanced Design.** Block-printing and engraving, silk screen process with color theory, 3-dimensional design theory and application. Prerequisite, 112. Ervin. 4 hours each. A year's sequence.
- 220, 221, 222. **Water-Color Painting.** Problems designed to give an appreciation for and technical control of the water-color medium. Media: transparent water-color, gouache, tempera, casein colors. Prerequisite, two courses in drawing. Farnham. 4 hours each. A year's sequence.
225. **History of Architecture.** General survey of the development of architecture from earliest times; its relationship to that of the present. Roach. 4 hours. Fall.
226. **History of Sculpture.** General survey of the development of sculpture in terms of the cultures which produced it. Roach. 4 hours. Winter.
227. **History of Painting.** General survey of the development of painting as an expression of the various cultures which produced it; its relationship to modern painting. Roach. 4 hours. Spring.
- 245, 246, 247. **Figure Drawing.** Drawing from model in various graphic media; figure composition. Ervin. 4 hours each. A year's sequence.
250. **Introduction to Oil Painting.** Foundation problems in the oil medium. Prerequisite, two courses in drawing. Farnham. 4 hours. Fall.
251. **Still Life Painting.** The study of picture-building, employing still life subject matter realistically. Medium: oil. Prerequisite, Art 106 and Art 250. Farnham. 4 hours. Winter.
252. **Landscape and Figure Painting.** The study of picture-building, employing landscape and figure subject matter realistically. Medium: oil. Prerequisite, Art 107 and 250. One trip to the St. Louis City Art Museum will be required. Farnham. 4 hours. Spring.
- 260, 261, 262. **Beginning Sculpture.** Modeling and casting. Prerequisite, Art 112. Watkins. 4 hours each. A year's sequence.
275. **Advertising Art.** Problems of the visualizer and layout artist in newspaper and magazine advertising. Application to advertising campaigns. Prerequisite, for majors, Art 112, 125, 245; for non-majors, Art 110, 125. 5 hours. Winter.
280. **Descriptive Drawing.** Designed for biology, geography, and history students. Maps, relief drawings, museum materials, etc. Offered on demand only. 3 hours. Winter.
300. **Art Education for Public Schools.** Methods of teaching art and the practice in techniques of using various materials and tools at all grade levels. 4 hours.
- 302, 303, 304. **Advanced Ceramics.** Problems in designing for moulds, firing, and glazing. Prerequisite, Art 137. Watkins. 3 hours each. A year's sequence.
320. **Oil Painting Techniques.** Experimentation with pigments, media, grounds, and the various technical methods of painting in oil. Prerequisite, Art 251 or Art 252. Farnham. 4 hours. Fall.
321. **Advanced Still Life Painting.** Realistic and abstract approaches to still life subject matter. Medium: oil. Prerequisite, Art 251. Farnham. 4 hours. Winter.

- 322. Advanced Landscape and Figure Painting.** Realistic and abstract approaches to landscape and figure subject matter. Medium: oil. Prerequisite, Art 252. One trip to the St. Louis City Art Museum will be required. Farnham. 4 hours. Spring.
- 325, 326, 327. Composition Studio Course.** Student's choice of own project in a selected medium of painting. Prerequisites, three courses in painting and three courses in drawing. Farnham. 4 hours each. A year's sequence.
- 345. Nineteenth and Twentieth Century Painting and Sculpture.** Modern movements in art. Prerequisite, Art 227. 3 hours. Winter.
- 346. Contemporary Painting and Sculpture.** Prerequisite, Art 345. 3 hours.
- 347. History of Ancient Art.** Prerequisites, Art 225, 226, 227. 4 hours. Fall.
- 348. History of Medieval Art.** Prerequisite, Art 341. 4 hours. Winter.
- 349. History of Renaissance Art.** Prerequisite, Art 342. 4 hours. Spring.
- 350, 351, 352 (405). Advanced Studio.** Student working on his special project in a class engaged in similar activity. Fourth year majors only. Staff. 4 hours each.
- 356. Art Criticism.** Principles of art. Special reference to critical analysis. Fourth year Art majors only. 3 hours. Fall.
- 357. Theories and Techniques of Art.** Lectures and experiments concerning the use of artist's materials. Required for art history majors. Offered alternate years only. (Not offered 1951-52) 4 hours.
- 371, 372, 373. Portrait Painting.** Use of the model as source for interpretive statement and creative expression of the essence of character. Medium: oil. Farnham. 5 hours each. A year's sequence.
- 375. Design for Advertising.** Advanced study in the preparation of art work for printing and reproduction. Use of silk screen process in advertising. Prerequisites, Art 275, 245, 246, 247. 5 hours. Spring.
- 381, 382, 383, 384. Seminar in the History of Art.** 5 hours each. Fall, Winter, Spring, Summer. (For Art History majors only.)
- 385, 386, 387. Weaving.** Roach. 3 hours each. A year's sequence.
- 390, 391, 392. Ceramic Sculpture.** Various methods in constructing clay sculptures, firing, and glazing. Prerequisites, Art 137, 262. Watkins. 3 hours each. A year's sequence.
- 393, 394, 395. Advanced Sculpture.** Modeling, casting, and carving. Clay, plastics, wood, stone. Prerequisite, Art 262. Watkins. 3 hours each. A year's sequence. (Offered in alternate years only. Not offered 1949-50.)

BUSINESS ADMINISTRATION

Professors Rehn, Scott (Chairman); Associate Professor DuFrain; Assistant Professors Buboltz, Morrison, Ogden; Instructors Bartley, Nichols, Turner.

The Department of Business Administration aims to meet effectively the needs of young men and women preparing themselves, through vocational and professional training, for entry into the various fields of business. The curricula include, in addition to the technical subjects, cultural studies, designed to develop useful and intelligent members of society as well as successful business men and women.

The Department offers work in the following fields, leading to the degrees:

1. Bachelor of Science in Education.
2. Bachelor of Science. For students of the College of Vocations and Professions who major in—
Accounting
Finance
General Business
Merchandising
Secretarial Training.

In addition to welcoming the students seeking a degree, the department welcomes those students who are interested in only one course, or in a few courses. Such students should confer with the chairman of the department in advance of the registration date.

Suggested Curriculum in College of Vocations and Professions (Business Administration)

Freshman Year

	Fall	Hours	Winter	Hours	Spring	Hours
Bus. Ad. 171.....	4		Eng. 102	3	Bus. Ad. 102*.....	3
Eng. 101	3		Geog. 210b	5	Eng. 103	3
Math. 106	4		Math. 107	4	Govt. 101	5
Speech 101	4		Mus. 100 or Art 120..	3	Physics or Chem.	
P. E.	1-2		P. E.	1-2	101	4-5
		16-17			P. E.	1-2
				16-17		
						16-18

Sophomore Year

Bus. Ad. 251.....	4	Bus. Ad. 252.....	4	Bus. Ad. 253.....	4
Econ. 200	3	Econ. 201	3	Bus. Ad. 271.....	4
Eng. 205	3	Eng. 209 or 212....	3	Econ. 202	3
Zool. or Bot. 101....	5	H. Ed. 202.....	4	Hist. 202	5
P. E. (Women)....	1	P. E. (Women)....	1	P. E. (Women)....	1
		Electives	3		
	15-16				
		17-18			
					16-17

Junior Year

Bus. Ad. 371.....	4	Bus. Ad. 370.....	5	Bus. Ad. 320.....	5
Bus. Ad. 330.....	5	Bus. Ad. 372.....	4	Bus. Ad. 373.....	4
Econ. 307	4	Bus. Ad. 377.....	4	Econ. 407	3
Econ. 315	4	Bus. Ad. 375.....	4	Electives	4
			17		
					16

Senior Year

During this year the student may elect to pursue the course in General Business, or he may choose to specialize in Accounting, Finance, or Merchandising. The particular subjects he will study will be determined in conference with the department chairman.

* Students who pass an appropriate examination will not be required to take this course in residence at Southern but may elect a course in its place.

Suggested Curriculum in College of Vocations and Professions (Secretarial Training)

Freshman Year

	Fall	Hours	Winter	Hours	Spring	Hours
Bus. Ad. 102.....	3		Bus. Ad. 103.....	3	Bus. Ad. 104	3
Bus. Ad. 105	4		Bus. Ad. 106.....	4	Bus. Ad. 107	4
Eng. 101	3		Eng. 102	3	Bus. Ad. 171	4
Math. 106	4		Math. 107	4	Eng. 103	3
P. E.	1-2		P. E.	1-2	P. E.	1-2
		15-16		15-16		15-16

Sophomore Year		
Bus. Ad. 271..... 4	Bus. Ad. 213..... 3	Bus. Ad. 216..... 3
Art 120 or Mus. 100. 3	Eng. 205 or 211.... 3	Eng. 209 or 212.... 3
Chem. 101 or	Geog. 210b 5	Govt. 101 5
Physics 4-5	H. Ed. 202..... 4	Hist. 202 5
Zoology or Bot. 101. 5	P. E. (Women)..... 1	P. E. (Women)..... 1
P. E. (Women)..... 1		
	15-16	16-17
	16-17	
Junior Year		
Bus. Ad. 251..... 4	Bus. Ad. 252..... 4	Bus. Ad. 253..... 4
Bus. Ad. 371..... 4	Bus. Ad. 310..... 3	Bus. Ad. 311..... 3
Bus. Ad. 308..... 3	Bus. Ad. 372..... 4	Bus. Ad. 373..... 3
Econ. 200 3	Econ. 201 3	Econ. 202 3
Electives* 3	Electives* 3	Electives* 3
	17	16
	17	16
Senior Year		
Bus. Ad. 312..... 3	Bus. Ad. 320..... 5	Bus. Ad. 307..... 3
Bus. Ad. 330..... 5	Bus. Ad. 375..... 4	Bus. Ad. 309..... 3
Econ. 307 4	Econ. 355 3	Bus. Ad. 334..... 4
Electives* 4	Electives* 4	Electives* 5
	16	15
	16	15

* Electives are chosen upon the advice of the department chairman. Suggested electives are Business 327, 333, and 370, and Economics 315.

Accounting*

251, 252, 253 (205, 206, 207). **Elementary Accounting I, II, III.** Study of principles and practices in handling simple transactions in books of original entry and books of accounts—trial balances, adjustments, and financial statements. Ogden. 4 hours. Fall, Winter, Spring.

351, 352, 353 (305, 306, 307). **Advanced Accounting I, II, III.** Study of accounting principles and procedures for the preparation of adequate financial statements. Special attention given covering depreciation, appraisals, investments, intangibles, installment sales, consignments, branch accounts, compound interest in relation to accounting for sinking funds, annuities, leaseholds, and bonds. Preparation and use of special statements, application of funds, statement of affairs, and consolidated statements. Prerequisite, Business Administration 253. 4 hours each. Fall, Winter, Spring.

354a (338). **Cost Accounting.** Departmental, job order, and process cost. Accumulation of material and labor costs; factory overhead and its allocation; cost reports to executives—their preparation and use. Prerequisite, Business Administration 253. 5 hours. Fall.

354b. **Advanced Cost Accounting.** Study of standard costs and distribution costs. Special problems in cost accounting, including joint product, by-product, and capacity costs. Prerequisite, Business Administration 354a. 4 hours. Winter.

355. **Governmental Accounting.** Budgeting and operating fund accounts, with emphasis on accounting control as a means of improving administration of public enterprises. Prerequisite, Business Administration 353. 3 hours. Spring.

356 (340). **Auditing.** Procedures and practices of public accountants in verifying accounts and supplementary data; training in preparation and analysis of reports. Laboratory method used. Prerequisite, Business Administration 353. 5 hours. Spring.

* The student will purchase the laboratory manuals used in the various courses in accounting, and also the text used in Accounting 357.

- 357a (345, 445). **Tax Accounting.** Study of accounting principles and procedures for meeting requirements of current laws and regulations which relate to federal income tax and social security taxes. Laboratory problems and preparation of tax reports. Prerequisite, Business Administration 353. 4 hours. Fall.
- 357b. **Problems in Federal Taxation.** Continuation of 357a, with problem material in income, estates, and gift taxes as they affect individuals and various forms of business organization. Prerequisite, Business Administration 357a. 4 hours. Winter.
358. **Accounting Systems.** Problems in system design and installation. Practice in system design. Prerequisite, 18 hours in accounting. 4 hours. Spring.
359. **Income Taxes for Individuals.** Federal income tax law as applied to individuals. No credit for Business Administration majors in Vocations and Professions. Prerequisite, Business Administration 253, or equivalent. 3 hours. Winter.

Finance

320. **Financial Management.** Financial structure in industry, sources of capital, regulation of securities by stock exchanges and the Security and Exchange Commission; dividend and other financial policies. Interpreting corporation reports and evaluating securities through the analysis of financial statements. Prerequisites, Business Administration 253, Economics 202. Scott. 5 hours. Winter.
323. **Investments.** Survey of the problems and procedures of investment management; types of investment risks; security analysis; investment problems of the individual as well as of the corporation. Prerequisite, Business Administration 320. 4 hours. Spring.
- 327 (365). **Insurance.** Underlying principles and functions of insurance in the economic life of the individual and of business. Prerequisites, Economics 202 or 206, Business Administration 353. 4 hours. Fall.
328. **Real Estate.** Purchasing, financing, owning, developing, improving, assessing, maintaining, zoning, subdividing, conveying, managing, operating a real estate business, and the influence of recent court decisions on real estate. Maverick. 4 hours. Winter.

General Business

170. **Introduction to Business Administration.** A survey of business, intended to give to the student a general knowledge of the modern business world, a better basis for choosing his specialty, and certain information not covered in the various specialized courses offered. 4 hours. Fall, Winter, Spring.
- 271 (221). **Business English.** Practice in writing typical kinds of business correspondence. Prerequisite, English 103. 4 hours. Fall, Winter, Spring.
- 370 (321). **Production Management.** Plant location, design, and construction; internal organization for operations; production control, stores control, routing of materials, job analysis, and time study; wage systems; subdivision of executive responsibilities and duties; methods of co-ordination and planning. Prerequisite, Economics 202 or 205. Rehn. 5 hours. Winter.
- 371, 372, 373 (210, 211, 212). **Business Law I, II, III.** Legal problems in normal business relations, including the law of contracts, agency,

sales, bailments, negotiable instruments, insurance, private property, and business organizations. Scott. 4 hours each. Fall, Winter, Spring.

- 374 (322). **Time and Motion Study.** Principles and methods for simplifying work and establishing sound time-allowances for performance. Rehn. 2 hours.
- 375 (465). **Personnel Management.** Relation of the human element to production; the art of securing understanding and cooperation; employee organizations and outside activities; work of the personnel department; wage standards and working conditions. Prerequisites, Economics 202. Morrison. 4 hours. Winter.
471. **Business Organization and Management.** A study of business organization, management theory, and practice. Rehn. 4 hours. Spring.
475. **Budgeting and System.** Budgeting and systems as aids in coordinating and directing business operation. Prerequisites, Business Administration 253 and 320. Rehn. 4 hours.
- 479 (499). **Problems in Business and Economics.** Application of economic theory to practical business problems. Open to majors in Business Administration or Economics, who have senior standing. Rehn. 4 hours.

Merchandising

- 330 (336). **Marketing Management.** Marketing functions, diversity of marketing methods; price factors and price policies; policies as to service, distribution, and brands; market research, sales analysis, and forecasting; ethics of buying and selling. Prerequisite, Economics 202. 5 hours. Fall.
- 331 (325). **Transportation.** Evolution of American transportation systems, and of the current problems of transportation facilities in connection with governmental control and regulation. Prerequisite, Economics 202. Morrison. 4 hours. Fall.
- 332 (360). **Retail Store Management.** History of retailing, the functions of the retailer, and of the factors in the efficient operation of retail establishments. Problems of managing a retail store, and of the control and measurement of efficiency. Prerequisite, Business Administration 330. 4 hours. Winter.
333. **Principles of Advertising.** Advertising fundamentals in relation to modern business activities; fields of advertising; advertising media, campaigns, and systems. Prerequisite, Business Administration 330. 4 hours. Spring.
334. **Credits and Collections.** Organization and operation of the credit department, including the sources and analysis of credit information, collection methods, and correspondence. Retail credit management emphasized. Prerequisite, Business Administration 330. 4 hours. Spring.
337. **Principles of salesmanship.** History, scope, and importance of selling in modern business; the sales department; the salesman's part in the selling process. Prerequisite, Business Administration 330. 4 hours. Winter.

Secretarial Training

Appropriate placement tests are required of all students who wish to take Typewriting or Shorthand for credit. It is the responsibility of students to watch the schedules of these examinations and to qualify, through them, for placement before registering for credit in these courses.

- 102, 103, 104. **Typewriting I, II, III.** Development of touch typewriting skill in straight copy at a speed satisfactory to the instructor; acquisition of related technical information. Development of techniques incidental to business letter writing, stencil cutting, tabulation, rough draft, manuscripts, and legal forms. A minimum speed requirement of 45 net words required in Typewriting III. Buboltz, DuTrain. 3 hours each. Fall, Winter, Spring.
- 105, 106, 107. **Shorthand I, II, III.** Development of skill in writing Gregg shorthand at the average rate of 100 words per minute, with minor emphasis on theory and the development of an extensive vocabulary. Upon completion of 107, credit for shorthand applied toward graduation in the College of Vocations and Professions, and with business majors in the College of Education. Buboltz, DuTrain. 4 hours each. Fall, Winter, Spring.
213. **Typewriting IV.** A continuation of Typewriting III. Prerequisite, Business Administration 104, or 1½-2 units in high school. Buboltz, DuTrain. 3 hours. Winter.
216. **Shorthand IV.** A continuation of Shorthand III. Prerequisite, Business Administration 107, or 1½-2 units in high school. Buboltz, DuTrain. 4 hours. Spring.
305. **The Teaching of Business Subjects.** Methods, materials, tests, programs, and other aspects of the teaching of high school business subjects, including shorthand, typewriting, bookkeeping, junior business training, etc. Prerequisites, Business Administration 104, 216, 253, or equivalent. DuTrain. 4 hours.
307. **Secretarial Practice.** A finishing course for secretaries. Content of the course covering topics that will help the stenographer advance to the rank of private secretary—such topics as the beginning secretary, personality and office relationships, and business reports. Prerequisites, Business Administration 213 and 216 or their equivalents. Buboltz, DuTrain. 3 hours. Spring.
- 308 (314). **Transcription.** An integration of shorthand, typewriting, and English. Prerequisite, permission of instructor. 4 hours. Fall.
309. **Advanced Transcription.** Continuation of 308. 4 hours. Spring.
- 310 (341). **Office Machines.** Modern office machines, with intensive practice on typical calculating, voice-writing, and duplicating machines. Emphasis on theory and practice of mathematical operations and short-cuts. Four class periods per week and five additional practice periods. Prerequisite, Business Administration 104, or permission of instructor. DuTrain. 3 hours. Winter.
311. **Office Filing and Classification.** Modern filing systems and equipment, with intensive practice in applying indexing rules and in filing correspondence. Emphasis upon classification principles and practices. Four class periods per week and five additional practice periods. Prerequisite, Business Administration 104. DuTrain. 3 hours. Spring.
312. **Office Management.** Application of the principles of management to the office problems, with the purpose of giving the secretary an understanding of office work from the management viewpoint. Prerequisite, permission of instructor. DuTrain. 3 hours. Fall.

ECONOMICS

Professors Maverick (Chairman), J. W. Scott; Associate Professor Miles; Assistant Professor Morrison; Instructor Baker.

A student in any of the three undergraduate colleges may elect economics as his major subject. According to his college, the student will be a candidate for one of the following degrees:

1. Bachelor of Science in Education.
2. Bachelor of Arts (for students in the College of Liberal Arts and Sciences).
3. Bachelor of Science (for students in the College of Vocations and Professions).

In the College of Education, the student may elect, instead of a major subject or department, the major "field" of the social studies; or he may elect the minor "field" of Latin-American relations. The Department of Economics offers courses toward these two fields.

Suggested Curriculum in College of Vocations and Professions

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Math. 111	4	Math. 112	4	Math. 113	4
Geog. 100	5	Eng. 101	3	Eng. 102	3
Zool. or Bot.....	5	Music or Art.....	3	Soc. 101	5
P. E.	1-2	Physics or Chem... P. E.	4 1-2	P. E.	1-2
	<hr/> 15-16		<hr/> 1-2		<hr/> 2
			<hr/> 15-16		<hr/> 15-16

Sophomore Year

Econ. 200	3	Econ. 201	3	Econ. 202	3
Bus. Ad. 251.....	3	Bus. Ad. 252.....	3	Bus. Ad. 253.....	3
Eng. 103	3	Eng. 205, 209, 206, 211, or 212.....	3	Educ. 206	4
Hist. 201 or 202.....	5	Geog. 210	5	H. Ed. 202.....	4
P. E. (Women)....	1	P. E. (Women)....	1	P. E. (Women)....	1
Electives	2	Electives	2	Electives	2
	<hr/> 16-17		<hr/> 2		<hr/> 16-17

Junior Year

Econ. 307	4	Econ. 317	3	Econ. 318 or 345....	3-4
Econ. 315	4	Govt. 231	5	Econ. 310	4
Eng. 205, 206, 209, 211, or 212.....	3	Philos. 310	3	Electives	8-9
Math. 251	4	Electives	6		
	<hr/> 15		<hr/> 17		<hr/> 15-17

Senior Year

Econ. 330	3	Econ. 450	3	Econ. 328	4
Econ. 440	3	Econ. 416	4	Econ. 470	3
Bus. Ad. 330.....	5	Electives	9	Electives	9
Electives	5		<hr/> 16		<hr/> 16
	<hr/> 16				

For students enrolled in the College of Liberal Arts and Sciences, candidates for the degree Bachelor of Arts, the above curriculum will serve as a general guide. The requirement is 42 quarter hours. Required courses are Economics 200, 201, 202, 310, 315, 317, 318, 440, 450, 481, and a course in statistics, to be taken either in this department or in mathematics; also required, Business Administration 251 and 252. The foreign language requirement of the college must be met.

For students enrolled in the College of Education, candidates for the degree Bachelor of Science in Education, the above curriculum will serve as a general guide. The first of three elections in this college is the three-subject concentration, in which 36 quarter hours must be completed in the major subject. Required courses are Economics 200, 201, 202, 310, 315, 317, 355, 440, either 450 or 481; a course in Statistics; and Business Administration 251 and 252. For the two-subject concentration, 48 quarter hours must be completed in the major subject. The requirements include the courses just listed, plus Economics 318, both 450 and 481, and Business Administration 253. For the third election, see next paragraph.

When the student elects economics as his minor subject (24 quarter hours, in any college), and also when he offers social studies as his major "field" (the requirements in economics in that field are not heavy), the required courses are Economics 200, 201, 202, 310, 315, and 317, and either one term of accounting, or a course in statistics; a student enrolled in the College of Education is required to take Economics 355. If he offers Latin-American relations as a minor field, Economics 328 and Business Administration 330 are recommended.

In graduate instruction, the department participates in the major in social studies toward the degree Master of Science in Education.

- 200, 201, 202. Economic Principles and Problems.** The economic system, markets, production, business and industry, labor relations, taxation, money, credit, value, price, distribution, the cycle, comparative systems. This sequence of courses is designed for students planning to major in Economics, Business Administration, or one of the Social Sciences, and for others who wish more than the minimum survey that is offered in 205. This year-course prerequisite to all upper division courses, except 355. 200 and 201 (6 hours) or 205 (5 hours) satisfy the general Social Science requirement for the degree. 3 hours each. Begins in Fall.
- 205. Survey of Economic Principles.** General features of the economic system, markets, production, business, industry, labor relations, taxation, money, credit, value, distribution. Designed for the general student, not majoring in Economics or Business Administration. 205 (5 hours) or 200 and 201 (6 hours) satisfy the general Social Science requirement for the degree. 5 hours. Each term.
- 307. Economic and Business Statistics I.** Collection of data, questionnaires and polls, tables, graphs, averages, dispersion, correlation, index numbers, time series, trends, and cycles; applications to business and social fields. Maverick. 3 hours lecture and 2 hours laboratory, 4 credit hours. Fall, Spring.
- 308. Statistics II.** Applied Statistics. A review of introductory statistics; normal and skewed distribution curves, multiple and partial correlation, index numbers, time series, public opinion and marketing surveys, quality control of industrial product. Prerequisites, Economics 307 and Mathematics 113. Maverick. 3 hours lecture and 2 hours laboratory. 4 credit hours. Winter.
- 310. Labor Problems.** Wages, hours, insecurity, industrial conflict, the sub-standard worker; attempts at solution of these problems: labor organizations and the activities of the government. Prerequisite Economics 201 or 205, Sociology 101. 4 hours.
- 315. Money and Banking I.** The principles of money and banking; the development of money and banking systems; credit, prices, recent legislation in the United States. Prerequisite, Economics 202, Business Administration 252. Scott. 4 hours. Fall.
- 317. Economic History of the United States I.** An economic analysis of the colonial movement, the westward movement, and industrializa-

tion; the historical background of the economic problems of agriculture, transportation, banking, manufacture, and labor. Prerequisite, Economics 201 or 205, History 201 or 202; recommended Geography 319. 3 hours.

318. **Economic History of the United States II.** The recent period; developments since 1890; the United States as a world power. Prerequisite, Economics 317. 3 hours.
328. **International Economics.** Problems of international economic relations, against a background of history, economic theory, and current facts about the world's population, resources, industry, and commerce; the position of the United States in the world economy. Recommended, Geography 210, Business Administration 330. Morrison. 4 hours. Winter.
- 330, 331, 332. **Public Finance—National 330, State and Local 331, Fiscal Policy 332.** Government revenue, disbursal, debt and fiscal administration; principles, institutions, the entry of the government into sundry fields of finance; effects of fiscal actions upon the economy; comparisons with other nations. Prerequisites, Economics 315. Recommended, Economics 470, Business Administration 320 and 355. Morrison. 3 hours each. Begins in Fall.
333. **Economic Problems of Southern Illinois.** A study of the economic assets of this region and of their potential uses. Prerequisite, Economics 202; recommended, 360. 3 hours.
340. **Public Utility Economics.** Local and regional development of public utilities under private and public ownership; valuation and rate-making; regulation and control; public policy. Prerequisite, Economics 202, Business Administration 253. Recommended, Business Administration 355. 3 hours.
345. **Land Economics.** The part played by land and natural resources in production and in wealth; rent, appraisal urban and rural land problems; real estate practice. Prerequisite, Economics 202; recommended, Geography 210. Maverick. 4 hours. Spring.
355. **The Economics of Consumption.** The consumer as a center of attention in the economic system; consumers' choices; advertising and sales efforts; personal finance. Prerequisite, Economics 201 or 205. Baker. 3 hours. Winter.
360. **Regional Economy.** The character, objectives, and results of private and public economic projects of regional scope, in the United States and abroad; impact of formal governmental and less formal collective action on the regional economy; organization of statistics by regions; collection; presentation, and use of regional economic and other data. Prerequisites, Economics 202 and Government 101. Recommended, Geography 210 or 210B. Morrison. 3 hours. Spring.
411. **Labor Organizations.** History in various countries; accomplishments and limitations; internal organization and control; relations to different types of political governments and to different economic systems. Prerequisites, Economics 310, 317, 318. 4 hours.
416. **Money and Banking II.** Emphasis upon the Federal Reserve and other banking systems. Prerequisite, Economics 315. Scott. 4 hours. Winter.
440. **Value and Distribution.** Perfect competition and monopolistic competition. Prerequisite, Economics 202; recommended, 315. Maverick. 3 hours. Fall.

450. **History of Economic Thought.** Great economists, and the development of economic theory. Prerequisite, Economics 201 or 205. Maverick. 3 hours. Winter.
451. **Economic Theories.** A study of the theories of leading recent economists. Prerequisite, Economics 440. 3 hours. Winter.
470. **Business Cycles.** An analysis of the major business fluctuations in the United States; price changes, employment, production, credit, inflation and deflation, and government action during cycles. Prerequisite, Economics 315 or 440. Maverick. 3 hours. Spring.
481. **Comparative Economic Systems.** Capitalism, socialism, fascism, and other economic forms of society. Prerequisite, Economics 201 or 205. Maverick. 3 hours. Fall.
500. **Economic Seminar.** Economic research and writing; sources of material; the literature of economics. Admission by consent of the instructor. Maverick. 4 hours.
501. **Contemporary Books and Periodicals in Economics.** Maverick. 2 to 5 hours.

HOME ECONOMICS

Professor Elliott (Chairman); Assistant Professors Babcock, Barnes, Knudson; Instructor Van Mason.

The purposes of the curricula in the Department of Home Economics are to offer a general cultural program based on the needs of students enrolled in home economics, to educate young women for homemaking, and to provide the means for economic independence in professions and vocations related to the activities of the home.

The Home Economics Department offers the following curricula and degrees:

Bachelor of Science in Education, for students in the College of Education.

Bachelor of Science, for students in the College of Vocations and Professions who major in any of the following fields:

1. Dietetics.
2. Home Economics Extension—(Home Adviser).
3. Home Economics in Business.
4. Homemaking.
5. Institutional Management.

Minors

Those receiving a Bachelor of Science Degree with a major in home economics in the College of Vocations and Professions are not required to have a minor.

Those receiving a Bachelor of Science in Education Degree with a major in home economics in the College of Education are required to have one minor of at least 24 hours in another academic department. This minor must be approved by an adviser in the Home Economics Department and by an adviser in the field of the minor. Recommended minors for home economics majors are Business, English, Chemistry, Physical Education, Art, Speech, and Health Education.

A Minor in Home Economics

Students who have majors in other areas but who desire a minor in home economics for cultural or practical values must fulfill the following requirements:

- (1) They must take 24 hours divided among the fields of foods, clothing, house, and family life. The division need not be equal unless the student plans a teaching minor. In that case, too, she should take the special methods course in Home Economics (309), and do one term of student teaching in Home Economics.
- (2) Unless excused for a very good reason, students minoring in Home Economics, should live in the Home Management House, taking the course 333 for 4 of the required hours for the minor.
- (3) Selections should be made from the following courses: 127, 135, 205, 206, 227, 237, 320, 324, 326, 330, 331, 335, 336, 338, 360, 341.

Suggested Curriculum in College of Education

This program is planned to meet the needs of students desiring to teach Home Economics in school departments maintained according to the provisions of the federal vocational acts. A Vocational Home Economics Certificate requires a Bachelor's degree in Home Economics from an institution and in a curriculum approved for teacher training by the Vocational Division of the United States Office of Education and by the State Board for Vocational Education. Southern Illinois University is so approved for training teachers of Home Economics.

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Eng. 101	3	Soc. 101	5	Zool. 101 or Bot. 101	5
H. Ec. 111.....	2	Eng. 102	3	Eng. 103	3
H. Ec. 127.....	4	H. Ec. 135.....	4	Art 110	4
H. Ec. 205.....	4	H. Ec. 206.....	4	Physics, Household or Math. 106.....	4
H. Ec. 227.....	3	P. E.	1	P. E.	1
P. E.	1		<hr/>		<hr/>
	<hr/>		17		17

Sophomore Year

Chem. 109	5	Chem. 249	5	Chem. 359	5
Govt. 101	5	Hist. 201	5	Econ. 205	5
Eng. 205 or 209....	3	Eng. 211 or 212....	3	Educ. 205	4
Speech 101	4	H. Ec. 237.....	3	P. E.	<hr/>
P. E.	1	P. E.	1		1
	<hr/>		<hr/>		15
	18		17		

Junior Year

H. Ec. 308.....	4	H. Ec. 320.....	4	H. Ec. 309.....	4
H. Ec. 331.....	3	H. Ec. 330.....	3	H. Ec. 321.....	3
H. Ec. 202.....	4	H. Ec. 210.....	4	H. Ec. 326.....	4
Educ. 315	4	Educ. 345	4	H. Ec. 335.....	4
	<hr/>	*Eng. 300 or 391....	3		<hr/>
	15		<hr/>		15
			18		

Senior Year

H. Ec. 332	4	H. Ec. 341.....	4	H. Ec. 324.....	5
Stu. Tchg., U. H. S. 4		Educ. 310	4	H. Ec. 360.....	4
Student Teaching, Off-Campus	8	Educ. 331	4	Electives	7
	<hr/>	Electives	4		<hr/>
	16		<hr/>		16

* Students may be excused from this requirement by permission of the Chairman of the English Department.

Suggested Curriculum in College of Vocations and Professions

Provision for Specialization in Homemaking, Extension, and Home Economics in Business

Freshman Year

	Fall	Hours	Winter	Hours	Spring	Hours
H. Ec. 111.....	2		H. Ec. 135.....	4	Art. 110	4
H. Ec. 127.....	4		H. Ec. 206.....	4	Eng. 103	3
H. Ec. 205.....	4		Eng. 102	3	Physics 101, 102, or	
H. Ec. 227.....	3		Soc. 101	5	Math. 106	4
Eng. 101	3		P. E.	1	Zool. 101 or Bot. 101	5
P. E.	1				P. E.	1
		<u>17</u>		<u>17</u>		<u>17</u>

Sophomore Year

Eng. 205 or 209.....	3	Eng. 211 or 212....	3	Art 120*	3
Chem. 109	5	Chem. 249	5	Econ. 205	5
Govt. 101 or Hist. 201	5	Hist. 201 or Geog.		Educ. 205	4
Health Ed. 202.....	4	100	5	Mus. 100	3
P. E.	1	H. Ec. 237.....	3	P. E.	1
	<u>18</u>	P. E.	1		
			<u>17</u>		<u>16</u>

* Those taking the Home Economics Extension Course take Industrial Ed. 216 (4), Furniture Re-upholstering and Re-finishing instead of Art 120 (3). Those taking the Home Economics in Business Curriculum take Journalism 200 (3) instead of Art 120 (3).

Provisions for Specialization in Homemaking

The curriculum in Homemaking is planned to develop an appreciation and an understanding of the activities and relationships in the home, and to equip women for efficient and successful management of a home. It is planned especially to meet the needs of those students preparing for the profession of Homemaking.

(For curriculum for first two years see above)

Junior Year

	Hours		Hours		Hours
H. Ec. 331.....	3	H. Ec. 320.....	4	H. Ec. 326.....	4
Health Ed. 210.....	4	H. Ec. 330.....	3	H. Ec. 335.....	4
Crafts*	3	Educ. 345	4	Electives	8
Electives	6	Electives	5		
	<u>16</u>		<u>16</u>		<u>16</u>

Senior Year

H. Ec. 332.....	4	H. Ec. 341.....	4	H. Ec. 324.....	5
Electives	12	Electives	12	H. Ec. 360.....	4
	<u>16</u>		<u>16</u>	Electives	7

Recommended Electives

	Hours
Philosophy 316, Ethics.....	4
H. Ec. 356, Experimental Cookery.....	4
H. Ec. 362, Tailoring.....	4
Crafts (As listed above)	

*To be selected from Art Needlework, Weaving, Art Metal, Pottery, Furniture Re-upholstering and Re-finishing.

Provisions for Specialization in Extension (Home Adviser)

This program is designed for those who wish to become county Home Advisers or Home Demonstration workers.

(For curriculum for first two years see page 151)

Junior Year

	Hours		Hours		Hours
H. Ec. 331.....	3	H. Ec. 310.....	2	H. Ec. 321.....	3
H. Ec. 370.....	5	H. Ec. 320.....	4	H. Ec. 324.....	5
Health Ed. 210.....	4	H. Ec. 330.....	3	H. Ec. 326.....	4
Speech 101	4	Educ. 331	4	H. Ec. 335.....	4
	<hr/>	Electives	3		<hr/>
	16		16		16

Senior Year

H. Ec. 332	4	H. Ec. 341.....	4	H. Ec. 360.....	4
H. Ec. 371.....	6	Electives	12	Electives	12
Electives	6		<hr/>		<hr/>
	16		16		16

Recommended Electives

Crafts. Selected from Art Needlework, Weaving, Art Metal, Pottery, Furniture Re-upholstering and Re-finishing.

Recreational Subjects. Selected from Women's Physical Education: 207, American Square Dance and Mixers; 347, Camp and Community Leadership; 375, Recreational Sports.

Music 307. Recreational Music and Singing Games.

Provisions for Specialization in Home Economics in Business

This program should be elected by those who wish to enter the business field as home service representatives for utility companies, as demonstrators for manufacturers, and as distributors for such articles as household equipment and foods.

(For curriculum for first two years see page 151)

Junior Year

	Hours		Hours		Hours
H. Ec. 331.....	3	H. Ec. 320.....	4	H. Ec. 321*.....	3
H. Ec. 356*.....	4	H. Ec. 330**.....	3	H. Ec. 324.....	5
Journ. 303	4	Bus. Ad. 330.....	5	H. Ec. 326.....	4
Speech 101	4	Speech 107	4	H. Ec. 335.....	4
	<hr/>		<hr/>		<hr/>
	15		16		16

Senior Year

H. Ec. 332	4	H. Ec. 341.....	4	H. Ec. 360**.....	4
H. Ec. 352*.....	4	Bus. Ad. 333.....	4	Bus. Ad. 337.....	4
H. Ec. 371.....	6	Electives	8	Electives	8
Electives	2		<hr/>		<hr/>
	16		16		16

* Required of those specializing in foods and equipment.

** Required only of those specializing in clothing and textiles.

Dietetics

This curriculum is planned to give a strong technical education to those interested in becoming dietitians in hospitals, college dormitories, industrial plants, health clinics, laboratories, or public health and welfare organizations. This curriculum meets the requirements of the American Dietetics Association.

Freshman Year

	Hours		Hours		Hours
H. Ec. 205.....	4	H. Ec. 206.....	4	H. Ec. 251.....	3
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. 111	5	Chem. 112	5	Zool. 101	5
Art 120 or Mus. 100..	3	Soc. 101	5	P. E.	1
P. E.	1	P. E.	1	Electives	4
	<hr/>		<hr/>		<hr/>
	16		18		16

Sophomore Year

Eng. 205 or 209....	3	Eng. 211 or 212....	3	Educ. 205	4
Govt. 101	5	Hist. 201	5	Econ. 205	5
Chem. 305	4	Chem. 306	4	Physics, Household	4
Physiol. 209a	4	Health Ed. 202....	4	P. E.	1
P. E.	1	P. E.	1	Electives	3
	<hr/>		<hr/>		<hr/>
	17		17		17

Junior Year

H. Ec. 356.....	4	H. Ec. 320.....	4	H. Ec. 335.....	4
H. Ec. 352.....	4	Chem. 452	4	H. Ec. 351.....	4
Chem. 451	4	Health Ed. 210....	4	Educ. 305	4
Micro. 300	4	H. Ec. 350.....	3	Electives	4
	<hr/>		<hr/>		<hr/>
	16		15		16

Senior Year

H. Ec. 328.....	4	H. Ec. 340.....	4	H. Ec. 333	4
H. Ec. 355.....	4	Electives	12	H. Ec. 359.....	4
Electives	8		<hr/>	Electives	8
	<hr/>		16		<hr/>
	16				16

Recommended Electives

Bus. Ad. 251

Bus. Ad. 375

Suggested Curriculum in Home Economics in Institution Management

This curriculum is planned to prepare students for managerial positions in institutional services. Graduates are prepared to fill positions as food service managers for residence halls, restaurants, hotels, tea rooms, school lunch rooms, and industrial or commercial cafeterias. This curriculum meets the requirements of the National Restaurant Association.

Freshman Year

	Hours		Hours		Hours
H. Ec. 205.....	4	Bus. Ad. 102.....	3	H. Ec. 251.....	3
Chem. 109	5	Chem. 249	5	Chem. 259	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120	3	Soc. 101	5	Zool. 101	5
P. E.	1	P. E.	1	P. E.	1
	<hr/>		<hr/>		<hr/>
	16		17		17

Sophomore Year

Eng. 205 or 206....	3	Eng. 211 or 212....	3	Educ. 205	4
Govt. 101	5	Hist. 201	5	Econ. 205	5
Physiol. 209a	4	Health Ed. 202....	4	Physics, Household	4
Bus. Ad. 251.....	3	H. Ec. 206	4	Bus. Ad. 271.....	3
P. E.	1	P. E.	1	P. E.	1
	<hr/>		<hr/>		<hr/>
	16		17		17

Junior Year

H. Ec. 352.....	4	H. Ec. 320.....	4	H. Ec. 335.....	4
H. Ec. 356.....	4	H. Ec. 328.....	3	H. Ec. 351	4
Micro. 300	4	H. Ec. 350.....	3	Electives	8
Bus. Ad. 371.....	4	Bus. Ad. 375.....	4		
16		Electives	2		16

Senior Year

H. Ec. 308.....	4	H. Ec. 309.....	4	H. Ec. 353.....	4
H. Ec. 355.....	4	H. Ec. 325b.....	4	Electives	12
H. Ec. 371.....	6	H. Ec. 340.....	4		
Electives	2	H. Ec. 341.....	4		
16					16

Recommended Electives

H. Ec. 251a or 135
 H. Ec. 324
 Speech 101
 Art 120

111. **Home Economics Orientation.** Surveying professional opportunities in Home Economics; planning for the development of personal and professional proficiencies. 2 hours. Fall.
127. **Clothing Selection and Construction.** Fundamentals of clothing construction. The use of commercial patterns in construction of simple garments. Knudson. 4 hours. Fall.
135. **Textiles.** A study of fibers, yards, and fabrics as aids to developing skill in selection and care of textiles. Knudson. 4 hours. Winter.
205. **Food and Cookery.** Production, marketing, preparation, and food values of foods rich in carbohydrates and fat. Barnes. 4 hours. Fall and Winter.
206. **Food and Cookery.** Production, marketing, preparation, and food values of meat and other protein foods. Unit on baking also included. Barnes. 4 hours. Fall and Winter.
225. **Survey Course in Home Economics.** A course planned especially for majors in Elementary Education. Units of work in nutrition, school lunches, family and social relationships, textiles, and clothing. Barnes. 4 hours. Offered on demand.
227. **Marriage and Family Relationships.** A study of factors to be considered in selecting a mate. Consideration of adjustments to be made within modern family groups. 3 hours. Fall. (Offered other quarters on demand)
237. **Child Care and Training.** A study of the physical, mental, social, and emotional development of the child, and some practical aspects of his care and training. Prerequisite, Education 205. Babcock. 3 hours. Winter.
251. **Clothing Selection and Care.** Discussion of suitability of clothes as to color, line, and interest. Expenditures for the clothing and care of it (in service and in storage) considered as factors in choice and conservation. 3 hours. Offered on demand.
- 251a. **Purchase and Care of Clothing and Household Textiles.** Basic information about textiles, to aid in the purchase of a wardrobe and house furnishings and in their care by mending, laundering, stain removal, and storage. Woody. 2 hours. Offered on demand.
300. **Home Economics for Men.** Units dealing with food selection, serving, and table practice; economics of the home; grooming, clothing selec-

- tion, and home furnishings; consideration of personality evaluation. Elliott. 3 hours. Offered on demand.
308. **Philosophy of Vocational Homemaking Education.** A study of the history and development of vocational education. Trends in homemaking education. Consideration of responsibilities of the homemaking teacher, and development of units of work for a homemaking course in high school. Prerequisite, Education 205. Babcock. 4 hours. Fall.
309. **Methods of Teaching.** A study of the techniques effectively used in teaching vocational homemaking and in educating for family life. Development of teaching aids. Prerequisite, Home Economics 308, or permission of the instructor. Babcock. 4 hours. Winter.
310. **Adult Education in Home Economics.** Philosophy of adult education, promotion and organization of groups, development of materials, and discussion of effective teaching techniques. Prerequisites, Home Economics 308, 309, or permission of the instructor. Babcock. 2 hours. Offered on demand.
311. **Fundamental Principles of Evaluation.** Selection and construction of evaluation devices for use in homemaking education. Prerequisite, senior standing. Babcock. 3 hours. Offered on demand.
316. **Food Preservation.** A study of the newer methods in the canning, preserving, and freezing of foods for home use. Prerequisites, Home Economics 205, 206, or permission of the instructor. 3 hours. Offered on demand.
320. **Nutrition and Dietetics.** A study of the needs of the body for energy, growth, and regulation. Planning of dietaries for people of various ages and activities, at different cost levels. Prerequisites, Home Economics 205 and 206, and Chemistry 249. Barnes. 4 hours. Winter.
321. **Food Demonstration.** A course offering opportunity to discuss, observe, and practice demonstrations. Emphasis on food standards and demonstration techniques. Prerequisites, Home Economics 205, 206. 3 hours. Spring.
322. **Textiles and Clothing.** An advanced intensive study including fabric analysis, textiles legislation, new textiles, ready-to-wear clothing. Prerequisite, Home Economics, 135. 3 hours. Offered on demand.
324. **Housing and Equipment.** Housing problems of the family, including rural and urban housing needs, standards, and costs; principles and techniques relating to the selection, care, and use of household equipment. Elliott. 5 hours. Spring.
326. **Home Furnishings.** A consideration of the aesthetic, economic, and functional factors in furnishing the home. Prerequisite, Art 110. Knudson. 4 hours. Spring.
328. **Family Living and Home Management.** Consideration of technological and human values involved in meeting the needs of individuals and groups, and in creating a satisfying home environment. Babcock. 3 hours. Offered on demand.
330. **Costume Selection and Design.** Application of principles of design to dress. Design for the individual. Wardrobe planning. Prerequisite, Art 110. Knudson. 3 hours. Winter.
- 331 (325). **Home Management, Lectures.** A study of factors affecting the management of the home in meeting the needs of individuals and creating a satisfying environment for the family. Special consideration given to those problems involving the use of time, money, and energy. Babcock. 3 hours. Fall.

- 332 (325a). **Home Management Residence.** Six weeks' residence in Home Management House, with actual experience in different phases of home-making, as housekeeping, food preparation, meal planning and serving, hospitality, and group relationships. Suggested that those registered in course take no more than 16 hours including this course. Prerequisites or required concomitants, Home Economics 227, 307, 325, 335. Babcock. 4 hours. Fall, Winter, Spring, and Summer.
- 333 (325b). **Home Management Residence.** Same as 333. Standards in keeping with group abilities. No prerequisite. Babcock. 4 hours. Offered on demand.
335. **Meal Planning and Table Service.** The planning, preparing, and serving of formal and informal meals. Selection and care of table appointments. Prerequisites, Home Economics 205, 206, and 320, or permission of the instructor. Barnes. 4 hours. Spring.
- 336 (355a). **Meal Planning and Serving.** Discussion of material covered in 335, but without practice in preparation and serving. Barnes. 4 hours. Offered on demand.
338. **Art Needlework.** Laboratory work acquainting a student with a variety of ways to decorate garments and household articles, and providing a fund of ideas in dress designing and home furnishings. 2 hours. Offered on demand.
340. **Diet and Disease.** Modifications of the normal diet as necessitated by disease. Prerequisite, Home Economics 320. 3 hours. Offered on demand.
- 341 (441). **Consumer Problems.** Study of motives on consumption, family income and expenditures, selection of commodities and services, buying and selling practices, and evaluation of consumer aids. Consideration of contemporary consumer problems. Elliott. 4 hours. Winter.
350. **Institutional Equipment and Layouts.** Materials, construction, operation, cost, use of equipment, and analysis for floor layouts for efficient work routing in various types of institutions doing group feeding and housing. There will be field trips. Junior standing. Van Mason. 3 hours. Winter.
351. **Organization and Management.** Planning, direction, supervision, control of time, labor, and money in operation of institutions feeding and housing large groups. There will be field trips. Senior standing. Van Mason. 3 hours. Spring.
352. **Quantity Food Production.** Use of standardized formulas, power equipment, and techniques for preparation and service of food to large groups, and calculation of food costs for uniform control. Junior standing. Van Mason. 4 hours. Fall.
353. **Tearoom Management.** Preparation and service of food on a commercial basis, including menu planning, cost computation, and production of food for tearoom and special occasions. Prerequisites. Home Economics 352, 355, or parallel. Van Mason. 4 hours.
354. **School Lunchroom Management.** Organization, preparation, and service of the noon meal; selection, maintenance, and arrangement of equipment; other specific problems related to food service in the public schools. Prerequisites, Home Economics 205, 206, 335. Staff. 3 hours. Offered on demand.
355. **Food Purchasing for Institutions.** Producing areas, distribution, varieties, cost, specifications, buying practices, storage, and storeroom control for institution food supplies. There will be field trips. Van Mason. 3 hours. Fall.

356. **Experimental Cookery.** Advanced food preparation from the experimental standpoint, showing how ingredients, proportions, and techniques affect the quality of the product. Prerequisites, Home Economics 205, 206, and Chemistry 259 or 306. Barnes. 4 hours. Fall.
359. **Advanced Nutrition and Dietetics.** Reports and discussions of problems dealing with nutrition; feeding experiments and dietary studies. Prerequisite, Home Economics 320. Barnes. 4 hours. Offered on demand.
360. **Advanced Clothing Construction.** Advanced techniques of clothing construction, tailoring, children's clothing, clothing renovation. Prerequisite, Home Economics, 127. Knudson. 4 hours. Winter.
361. **Special Problems in Clothing Construction.** Emphases on unusual fitting problems and use of fabrics requiring special techniques. Prerequisite, Home Economics 360. 2 hours. Offered on demand.
362. **Tailoring and Draping.** Construction of a lined suit or coat. The paper dress form. Construction of an original design by draping. Prerequisites, Home Economics 127, 360, or permission of instructor. 4 hours. Offered on demand.
370. **History, Development, and Principles of Extension Work.** A study of the history, development, organization, and purposes of extension work. Discussion of problems in principles of conducting and administering extension work in home economics. Elliott. 5 hours. Fall.
371. **Field Experience.** Six weeks of experience, observing and assisting a county home advisor, a commercial demonstrator, or a food service manager; opportunity for supervised learning experiences in the chosen area. 6 hours. Fall.
390. **Teaching Aids in Home Economics.** Principles and use of teaching aids such as the school journey, films, slides, demonstrations, and graphic materials. Preparation of some types of visual aids materials in the field. Prerequisite, senior standing. Elliott. 3 hours. Summer.
391. **Workshop in Home Economics.** Group discussion and individual investigations of contemporary problems. Prerequisite, experience in teaching home economics. Elliott. 2-4 hours. Summer.

INDUSTRIAL EDUCATION

Professors Bicknell (Chairman), Schroeder; Assistant Professors English, Shake; Instructors Benson, Gunderson, Howe, Johnson, Kohler, Plummer.

The Department of Industrial Education offers work in major fields leading to degrees as follows:

1. Bachelor of Science in Education. For those students of the College of Education who are preparing to teach industrial education subjects on the high school, junior high school, or elementary school level.
2. Bachelor of Science. For students of the College of Vocations and Professions who desire to enter industry as technicians or as technical assistants to engineers. Students working toward this degree may take their major work in one of the three following fields:
 - a. Metal fabrication
 - b. Wood fabrication
 - c. Drafting and design

The curriculum for the students in the College of Education requires a 64 quarter-hour major in industrial education. These students will also be required to have a minor. While the student is not restricted in his choice of a minor, the fields of art, mathematics, and physics are recommended. A student who has completed an undergraduate major in indus-

trial education may work for a graduate minor in this department. This minor will apply toward the degree, Master of Science in Education.

Students majoring in some other field may take a 32-quarter hour minor in Industrial Education.

Students preparing to teach in the trades and industries vocational program will be required to obtain or present evidence of having had actual experience in industry in the fields they desire to teach.

Those students preparing for a specific job will be encouraged, if not required, to obtain part-time, co-operative, on-the-job training as part of their preparation.

Students preparing to teach industrial arts on the junior and senior high school level will be encouraged to obtain practical industrial experience during summer vacations.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
I. E. 101.....	4	I. E. 112.....	4	I. E. 121.....	4
Art 120 or Music 100	3	I. E. 126.....	4	I. E. 122.....	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 111, Math. 106, Phys. 106, or Phys. 101	4-5	Math. 112, Math. 107, Phys. 102, or Phys. 107	4-5	Math. or Phys.....	4-5
P. E. 151.....	2	P. E. 152.....	2	P. E. 153.....	2
	<hr/>		<hr/>		<hr/>
	16-17		17-18		17-18

Sophomore Year

I. E. 205.....	4	I. E. 212.....	4	I. E. 145.....	4
Bot. 101	5	Govt. 101 or 231....	5	I. E. 222.....	4
Eng. 205 or 211....	3	Eng. 209 or 212....	3	Soc. 101	5
Electives	4	Electives	4	Electives	3
	<hr/>		<hr/>		<hr/>
	16		16		16

Junior Year

I. E. 204.....	4	I. E. 312.....	4	I. E. 304.....	4
Econ. 205.....	5	Educ. 205.....	4	I. E. 322.....	4
Health Ed. 202....	4	Hist. 201 or 202....	5	Educ. 310	4
Electives	4	Electives	3	Educ. 345	4
	<hr/>		<hr/>		<hr/>
	17		16		16

Senior Year

I. E. 341.....	4	I. E. 370, 380 or 490	4	I. E. 330 or 496....	4
Educ. 315	4	Student Teaching..	12	Educ. 331.....	4
Eng. 300, 391, or Speech	3			Electives	6
Electives	4		<hr/>		<hr/>
	<hr/>				
	15		16		14

Suggested Curriculum in College of Vocations and Professions

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
I. E. 101.....	4	I. E. 112.....	4	I. E. 121.....	4
Eng. 101	3	I. E. 126.....	4	I. E. 122.....	4
Art 120 or Music 100	3	Eng. 102.....	3	Eng. 103.....	3
Math. 111, 106, Phys. 106, or Phys. 101	4-5	Math. 112, 107, Phys. 102, or Phys. 107	4-5	Math. or Phys.....	4-5
P. E. 151.....	2	P. E. 152.....	2	P. E. 153.....	2
	<hr/>		<hr/>		<hr/>
	16-17		17-18		17-18

Sophomore Year

I. E. 205.....	4	I. E. 212.....	4	I. E. 222.....	4
Botany 101.....	5	Eng. 209 or 212.....	3	I. E. 145.....	4
Eng. 205 or 211.....	3	Govt. 101.....	5	Soc. 101.....	5
Electives	4	Electives	4	Electives	4
	<hr/> 16		<hr/> 16		<hr/> 17

Junior Year

I. E. 204.....	4	I. E. 304.....	4	I. E. 305.....	4
I. E. 216.....	4	I. E. 313 (312, 1948).....	4	I. E. 322.....	4
Econ. 202 or 205.....	5	Hist. 201 or 202.....	5	Bus. Ad. 370.....	5
H. Ed. 202.....	4	Electives	3	Bus. Ad. 374.....	2
	<hr/> 17		<hr/> 16		<hr/> 15

Senior Year

I. E. 307.....	4	I. E. 317.....	4	I. E. 342.....	4
I. E. 316.....	4	I. E. 326 or 308.....	4	I. E. 327 or 309.....	4
I. E. 325.....	4	I. E. 341.....	4	Speech 303.....	4
Electives	4	Electives	3	Electives	3
	<hr/> 16		<hr/> 15		<hr/> 15

101. **Mechanical Drawing I.** Fundamental principles and practices involved in the use of drafting instruments in making orthographic projections, including auxiliary and sectional views; development of surfaces and intersections of solids; pictorial representations, lettering, dimensioning, titles and notes, freehand shop sketching, applied geometrical construction, technical drafting, and design information. 4 hours.
106. **Descriptive Geometry.** Graphical solution of problems involving the understanding of space relations of points, lines and surfaces, intersections, and developed surfaces. Prerequisite, 101. 4 hours.
- 112 (211). **Bench Woodwork.** Fundamental principles and practices in the use of woodworking hand tools in making useful projects involving the more common types of joints and wood fasteners; elementary wood-finishing, care of tools, and technical information. 4 hours.
114. **Wood-Turning.** Fundamental principles and practices in the operation, care, and use of wood-turning lathes and lathe tools in spindle and face plate turning; finishing; and technical information. 4 hours.
120. **Leatherwork and Plastics.** Elementary fundamental principles and practices involved in working with the more common types of leather and plastics used in making useful projects. Related information concerning the materials and tools used, selection, and source of supply. 4 hours.
- 121 (221). **Art Metal.** A course designed to give training in the fundamental practices followed in making useful and ornamental articles of copper, brass, aluminum, silver, pewter, nickel silver, and other non-ferrous alloys. Work in plastics, and cutting, polishing, and setting of stones included. Execution of designs stressed, as well as related technical information. 4 hours.
- 122 (322). **Machine Shop I.** Emphasis placed on the fundamental operations performed on the engine lathe in making useful projects; safety, care, and operation of machine tools; industrial practices; related technical information. 4 hours.
- 125 (225). **Sheet Metal.** A course which emphasizes the development of skill in the use of hand and machine tools for making useful articles out of sheet metal. Sheet-metal layout, soldering, spot welding, surface development, and related technical information stressed. 4 hours.
- 126 (226). **General Metal.** Fundamental processes in bending, hammering, shaping, and finishing of hot and cold metal projects usually made

- of tool or mild steel. A study of heat-treatment of these metals, metal-working tools, and related technical information. 4 hours.
- 145 (320). **Electrical Construction I.** A study of the application of electrical theory to the use of simple electrical equipment, of wiring, and of fire-underwriters' regulations. Structure, care, repair, and adjustment of electrical devices usually found in the home or on the farm; house-wiring; related technical information. 4 hours.
- 204 (102). **Architectural Drawing I.** Fundamental principles and practices of architectural drawing; technical information concerning architectural drafting and design; problems and procedures in planning and constructing a home; blue prints and specifications for a set of house plans. Prerequisite, 101. 4 hours.
- 205 (103). **Mechanical Drawing II.** Continuation of 101. Course including technical data concerning machine design, and a study of standards and methods used in industry. Advanced shop-sketching and problem-solving; assembly and detail drawings of complete machines, tools, jigs, and fixtures. Prerequisite, 101. 4 hours.
212. **Machine Woodwork.** Fundamental principles and practices in the use of woodworking machines for making useful projects involving the more advanced types of joints and construction; finishing, safety practices, care of machines, and related technical information. Prerequisite, 112. 4 hours.
- 214 (314). **Wood Pattern-Making and Foundry.** Experience given in making wood patterns of machine parts for castings; holding, involving the cutting and tempering of the holding-sand preparatory to ramming the molds; melting, handling, and pouring of molten metals; related technical information. Prerequisite, 114. 4 hours.
- 216 (315). **Furniture Re-upholstering and Re-finishing I.** A course dealing with the use of the tools, materials, and fundamental processes of re-upholstering and re-finishing furniture. Students given experience in the elementary processes used in reconditioning old pieces of furniture and upholstering new pieces. Course designed for those interested in the subject from an avocational or educational viewpoint. 4 hours.
- 222 (323). **Machine Shop II.** Emphasis placed on practices in connection with the more intricate and exacting processes used on the engine lathe, the shaper, the planer, and the milling machine. Useful articles made. Industrial practices and related technical information stressed. Prerequisite, 122. 4 hours.
230. **Industrial Arts for Rural and Elementary Schools.** A course designed to give experience in constructional activities involving the use of wood, metal, leather, plastics, reed, raffia, clay, and other materials usually found adaptable to the needs and interests of the rural and elementary schools. Selection, organization, care, and use of tools and materials stressed. 4 hours.
304. **Architectural Drawing II.** Continuation of 204. The study of legal phases of building, such as contracts, permits, mechanic's liens, and advanced details of construction. Students required to plot and landscape small residential or business districts and make a complete set of plans and specifications for a departmental building or small business structure. Prerequisite, 204. 4 hours.
305. **Mechanical Drawing III.** Continuation of 205. Study of advanced technical data pertaining to the design of machines, tools, jigs and fixtures as practiced by industry; consideration of the properties of metals and strength of materials used in machine design. Designing and drawing assemblies and details of simple mechanics. Study of industrial design practices. Prerequisite, 205. 4 hours.

306. **Industrial Arts Design.** Principles of structural design, contour, and surface enrichment applied to shop projects using metal, wood, plastics, leather, etc.; sketches, assembly and detail drawing, and perspectives of projects. Prerequisite, junior standing. 4 hours.
- 307, 308, 309. **Advanced Drafting and Design.** Designed for students preparing for a specific job in drafting, or for a technical degree. A study of advanced technical information pertaining to designing and drafting in the fields of machines, tools, jigs, and fixtures; architecture; sheet metal; structural steel; reinforced concrete; topography; industrial illustrations and production drawings; electricity; and aeronautics. Prerequisite, 205, or 304. 4 hours each.
312. **Millwork.** A course designed to give training in production procedures, followed by the construction of furniture and cabinets, with woodworking machinery. Production practices, safety, care and adjustment of machines, and related technical information stressed. Prerequisite, 212. 4 hours.
313. **Furniture Construction and Cabinet-Making.** A course designed to give advanced training in the use of machines and hand tools for making special pieces of furniture and elementary cabinet work; safety practices, production methods, care and use of equipment, finishing, and advanced technical information on woodwork. Prerequisite, 212. 4 hours.
316. **Furniture Re-upholstering and Re-finishing II.** A continuation of 216, with emphasis on the advanced processes involved in using tools and materials in re-upholstering and re-finishing. Upholstering and finishing of large pieces of furniture, and related technical information. 4 hours.
317. **Furniture Re-upholstering and Re-finishing III.** Course designed for individuals training for job competence in either re-upholstering or re-finishing of furniture. Prerequisite, 316. 4 hours.
- 322 (324). **Machine Shop III.** An advanced course in machine shop practices involving the construction of machines and tools for practical use, as well as making repair parts for tools, and transportation and farm machinery. Advanced industrial production practices and related technical information stressed. Prerequisite, 222. 4 hours.
- 325, 326, 327. **Advanced Vocational Machine Shop.** These courses especially designed for students preparing for either specific jobs in industry or for technical degrees. Experience in precision processes followed by a study of shop work in industry; advanced related technical information stressed. Prerequisite, 322. 4 hours each.
330. **Special Problems in the Arts and Industries.** An opportunity for the advanced student to obtain special instruction in the solution of his problems of special interest, in specific subject matter fields. 4-12 hours.
341. **Machine and Tool Maintenance.** Sources, manufacture, supply, cost, sharpening, adjusting and repairing saws, drills, drill-presses, jointers, lathes, milling machines, shapers, sanders, and other machines, as well as hand tools used in the various Industrial Education shops. Construction and use of simple jigs and fixtures designed to facilitate production. 4 hours.
342. **Painting and Finishing.** A course designed to give specialized training in the fundamental practices and procedures in painting, staining, varnishing, enameling, lacquering, using transfers, etc., with practice in the use of the spray gun. The study of the chemical elements of various finishes; proper care of finishing equipment and materials stressed. 3 hours.

- 350, 351, 352. **Specialized Advanced Drafting and Design.** These courses designed to continue student specialization in the fields of drafting and design selected in previous courses. Also for students wishing to specialize in more than one field of drafting and design. Part-time on-the-job training encouraged if not required in these courses. Prerequisite, 309. 4 hours each.
- 360, 361, 362. **Specialized Advanced Vocational Machine Shop.** These courses designed to continue student specialization in metal fabrication. Prerequisite, 327. 4 hours each.
370. **General Shop Organization and Practice.** A course designed to give advanced students specific training in organization and management of a general shop in junior and senior high schools. Experience given in the selection and construction of suitable projects in at least four areas of work—metal, wood, electricity, graphic arts, transportsations, etc. Construction of various types of teaching aids and organization of instructional material stressed. For advanced students only. 4 hours.
380. **Materials and Methods of Teaching Industrial Education in Rural and Elementary Schools.** A study of activities performed by the Industrial Education teacher or regular classroom teacher in planning and using constructional activities in the lower grades. Selection and organization of equipment and materials and the observation and evaluation of classroom practices stressed. Prerequisite 230. 4 hours.
- 490 (390). **Principles of Trade and Industrial Teaching.** A study of activities performed by the Industrial Education teacher in the promotion of interest and motivation of learning in the shop. Planning and methods of presentation of teaching materials, use of teaching devices and procedures, shop management, safety, and measurement of achievement. Observation and evaluation of classroom use of materials and methods of teaching Industrial Education. Designed for teachers and supervisors of Industrial Education. 4 hours.
- 494 (394). **Organization and Administration of Industrial Education.** Organization and administration of Industrial Arts programs in elementary, junior and senior high schools; relation of federal and state supervision of Industrial Arts to local administration; relation of Industrial Arts administration to Vocational Education administration and to other areas of administration in the local school. The organization and administration of vocational all-day, part-time, and evening programs; apprenticeship and vocational rehabilitation; relation of federal and state vocational administration. 4 hours.
496. **Selection and Organization of Subject Matter.** The selection and arrangement of teaching content; techniques and procedures in analyzing occupations into basic elements to be used in organizing teaching materials; preparation of job, and informational and operation sheets. The use of individual written instructional materials. 4 hours.
500. **Special Investigations in Industrial Education.** A course designed for students who wish to make a thorough study or investigation of a specific problem in Industrial Education. 4 hours.
504. **History and Philosophy of Industrial Education.** A study of the leaders, organizations, and movements that have contributed to the development of Industrial Education. An overview of the nature and purpose of Industrial Arts and Vocational Education, their relationships, their differences, and the place each phase of work should have in the public school program. 4 hours.
506. **Problems of Co-ordinator.** A study of the problems and procedures involved in the setting up and operation of cooperative part-time and evening school programs. 4 hours.

580. **Seminar in Industrial Education.** A comprehensive study of some of the many problems in industrial education as they are conditioned by industrial, scientific, and educational developments. 4 hours.
590. **Research in Industrial Education.** Designed to give students training in research techniques used in Industrial Education. Only for students who are writing a thesis or making an advanced graduate study of some phase of Industrial Education. 3-6 hours.

JOURNALISM

Instructors Grubb, Horrell, Steffes (Acting Chairman).

The Department offers Journalism curricula leading to the degrees of

1. Bachelor of Science in Education.
2. Bachelor of Science, for students in the College of Vocations and Professions.

Journalism candidates must demonstrate a working knowledge of typewriting, based on a minimum straight copying rate of twenty-five words per minute.

A major in journalism consists of 48 quarter hours. For a minor, 24 hours are required.

Suggested Curriculum in College of Vocations and Professions

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Art 120	3	Journ. 100	2	Journ. 210	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bus. Ad. 102*.....	3	Math. 107 or Phys.		Bot. 101 or Zool. 101	5
Math. 106 or Phys.		102	4	Geog. 100	5
101	4	Soc. 101	5	P. E.	2
P. E.	2	P. E.	2		
	15		16		16

Sophomore Year

Journ. 200	4	Journ. 201	4	Journ. 210	1
Journ. 210	1	Journ. 210	1	Journ. 301	2
Chem., Math., or		Eng. 211 or 212....	3	Journ. Elective	5
Phys.	4	Govt. 101 or Econ.		Eng. 205 or 209....	3
Philos. 200	3	200	5	Hist. 201 or 202....	5
Speech 101	4	H. Ed. 202	4		
	16		17		16

Junior Year

Journ. Elective ...	3	Journ. 303	3	Journ. 302	2
Eng. 290 or 392....	3	Journ. Elective	3	Journ. Elective	3
For. Lang.†	3	For. Lang.†	3	For. Lang.†	3
Electives‡	7	Electives‡	7	Electives‡	8
	16		16		16

Senior Year

Journ. Elective	5	Journ. Elective	4	Journ. Elective	4
Electives‡	11	Electives‡	12	Electives‡	12
	16		16		16

* This course is not required, nor is credit given, if the student has had a year of high school typewriting. Requirement will be waived, but no credit given, if student demonstrates typing ability of twenty-five words per minute.

† Recommended, but not required, unless student is earning the Bachelor of Arts degree.

‡ It is recommended that junior and senior electives be taken in the fields of speech, business administration, and the social studies.

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- 100. **Survey of Journalism.** A background of journalistic reading; writing consisting only of reports on the major sources covered. 2 hours. Fall, Winter, Spring. Grubb.
 - 200. **Principles of Journalism I.** A basic course in writing and editing practices. Newspaper terms defined; news sources examined; news-writing and copy-editing problems introduced through classroom exercises. Prerequisite, Journalism 100, and a working knowledge of typewriting. 4 hours. Fall. Grubb.
 - 201. **Principles of Journalism II.** A continuation of 200. Practical news reporting, copy-writing, and copy-editing stressed. News stories written; techniques of the sport story, the society page, the column, the editorial, and the feature story introduced. 4 hours. Winter. Grubb.
 - 210. **Journalism Laboratory.** Practical reporting and news writing on university newspaper. Class meeting twice each week for assignments and criticism. Repetition possible for a maximum of 6 credit hours. Prerequisite, Journalism 200 or permission of instructor. 1 hour per term. Offered each term. Grubb.
 - 220. **History of Journalism.** Development of newspaper and periodicals from early beginnings in Europe through the 1860's in the United States. The emergence of modern journalism from the post-Civil War period up to 1940. 5 hours. Fall and Spring. Grubb.
 - 230. **Interpreting the News.** Emphasis on reading daily newspaper, which serves as basic text for the course. Content analysis made of current events appearing in the daily press; individual projects chosen for news content study. Includes comparisons of news and editorial policies of major newspapers. Student must provide himself with classroom copy of a daily newspaper of instructor's choice for length of term. 4 hours. Spring and Summer. Grubb.
 - 260 (360). **Introduction to Photography.** A laboratory course designed to provide the student with a basic working knowledge of the camera and of the darkroom. Practice in the use of the hand camera stressed. Possession of a camera by the student desirable, but not necessary. Laboratory materials furnished by the student. Enrollment limited to 12. 5 hours. Fall and Summer. Horrell.
 - 301. **Editorial Writing.** A course dealing with the structure, style and principles involved in editorial writing; instruction and practice in writing material for the newspaper editorial page stressed; student editorials submitted to campus publications and newspapers nearby. Prerequisites, Journalism 200 and 201. 2 hours. Spring. Steffes.
 - 302. **Feature Writing.** Newspaper features including the column, the department, the critical review, and the special story. Factual news features and human interest stories stressed. Prerequisite, Journalism 200. 2 hours. Winter. Steffes.
 - 303. **Principles of Advertising.** A course designed to acquaint the student with current practices in the field of advertising, particularly newspaper advertising. Dealing with advertising media, preparation of copy and layouts, consumer analyses, and testing techniques. 3 hours. Winter. Steffes.
 - 304. **School Publications.** Designed for the prospective journalism teacher or publications sponsor in high school; dealing with methods of teaching journalism and advising publications staffs; practical suggestions offered for staff appointment, editing, circulation, advertising, and general policies. Prerequisites, junior standing and enrollment in the College of Education. 3 hours. Summer.

305. **Principles of Typography.** A study of the mechanics of printing, including selection of type faces, printing processes, inks, and papers as applied to newspaper and magazine printing. Identification of common printing machinery accomplished in field trips to nearby publishing plants. 5 hours. Steffes.
306. **Technical Writing.** A course designed to train students primarily interested in scientific or technical fields; writing of simple and intelligent newspaper or magazine articles on material in student's major fields. Not a course for preparing specialized academic reports, theses, or dissertations. Prerequisite, junior standing. Journalism 200 recommended. 3 hours. Summer.
307. **Publicity Methods.** Methods and media of presenting publicity, including the news service bulletins, advertising campaigns, direct mail, lectures, and visual education. 3 hours. Summer. Steffes.
320. **Communication Agencies and Public Opinion.** Press, radio, and motion pictures and their role in the opinion-forming process. Theories of public opinion and propaganda. Propaganda and informational techniques of governments, political parties, pressure groups, and other organized bodies. Prerequisite, 15 hours in the social studies. 4 hours. Fall. Grubb.
- 350, 351. **Magazine Article Writing I, II.** Courses designed for the student who, regardless of his university program, displays talent for factual or creative writing suitable for magazines or trade publications. Students required to write articles, study markets, and submit manuscripts for publication. 4 hours each. Winter and Spring. Steffes.
361. **News Photography.** A technical course in photography as applied to newspapers, with emphasis on use of the press-type camera. Laboratory work in developing, enlarging, contact printing, and photo-copying. Laboratory materials furnished by the student. Prerequisite, Journalism 360. 5 hours. Winter. Horrell.
362. **Advanced Photography.** A practical course in commercial and portrait photography. Lighting and posing of subjects stressed. Retouching, toning, coloring, mounting, and processing of materials practiced in the laboratory. Laboratory materials furnished by the student. 5 hours. Spring. Horrell.
370. **Advertising Copy Writing.** Emphasis in this course placed on the creative side of advertising—the ideas behind campaigns, the sales message. Prerequisite, Journalism 303. 4 hours. Spring. Steffes.
380. **The Press and World Affairs.** A study of the contemporary press as it operates on the broad stage of international affairs. Special emphasis given to news-gathering agencies, foreign and war correspondents, and the world's great newspapers. 5 hours. Winter. Grubb.

MUSIC

The Department of Music is an associate member of the National Association of Schools of Music.

Professor Kesnar (Chairman); Associate Professors Barry, McIntosh, Wakeland; Assistant Professors Moe, Wharton; Instructors Fischer, Mueller, Olsson, Resnick, Vogler.

As an important force in the educational life of the University, the Music Department offers opportunity for participation in many instrumental and choral activities, both on an extra-curricular and on a credit basis.

All music majors must maintain a satisfactory membership in two of the University's music organizations—Band, Orchestra, Chorus—during their University attendance.

Curricula are designed leading to the following degrees:

1. Bachelor of Music. This degree is intended for students in the College of Vocations and Professions who intend to make performing in music their profession.
2. Bachelor of Science in Education. This degree is offered for students in the College of Education who intend to make the teaching of music their profession.
3. Bachelor of Arts. This degree is offered for students in the College of Liberal Arts and Sciences who want a specialization in music as a part of their general cultural education.

It is advisable to start the program in the freshman year.

Suggested Curriculum in College of Vocations and Professions

(Bachelor of Music Degree)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Music 105	4	Music 106	4	Music 107	4
Applied Major	4	Applied Major	4	Applied Major	4
Applied Minor	1	Applied Minor	1	Applied Minor	1
Ensemble	1	Ensemble	1	Ensemble	1
Eng. 101	3	Eng. 102	3	English 103	3
Mod. Lang.	3	Mod. Lang.	3	Mod. Lang.	3
P. E.	1-2	P. E.	1-2	P. E.	1-2
	17-18		17-18		17-18

Sophomore Year

Music 205	4	Music 206	4	Music 207	4
Music 341	1	Music 342	1	Music 343	1
Applied Major	4	Applied Major	4	Applied Major	4
Applied Minor	1	Applied Minor	1	Applied Minor	1
Ensemble	1	Ensemble	1	Ensemble	1
Mod. Lang.*	3	Mod. Lang.*	3	Mod. Lang.*	3
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
Electives	3	Electives	3	Electives	3
	17-18		17-18		17-18

Junior Year

Music 323	2	Music 324	2	Music 325	2
Music 326	3	Music 319	2	Applied Major	4
Music 318	2	Applied Major	4	Applied Minor	1
Applied Major	4	Applied Minor	1	Econ. 205	5
Applied Minor	1	Hist. 201 or 202....	5	H. Ed. 202	4
Govt. 231	5	Electives	4		16
	17		18		

Plus a Junior recital (half).

Senior Year

Music 309	2	Music 310	2	Music 311	2
Music 312	2	Music 313	2	Music 314	2
Music 336	3	Music 337	3	Music 338	3
Applied Major	4	Applied Major	4	Applied Major	4
Electives	5	Elective Seminar of Applied Music ...	1	Elective Seminar of Applied Music ...	1
	16		12		12

Plus a full Senior Recital.

All music students will be required to be members of two music organizations and the Oratorio Society.

Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

* Students not specializing in voice should take Art 120 and six hours from the following courses: English 205, 206, 209, 211, 212.

Theory Courses

100. **Music Understanding.** An examination of music, with emphasis on the background, purpose, and structure of thirty representative compositions chosen mainly from the field of symphonic music. 3 hours.
- 105, 106, 107. **Theory of Music.** A study of the fundamentals of music, including four distinct but correlated fields—sight singing, ear training, harmony, and keyboard harmony. Classes meet five times weekly. 4 hours each.
- 205, 206, 207. **Theory of Music.** A continuation of 105, 106, and 107. Course of more advanced sight singing in three and four parts; with continued work in ear training; keyboard harmony; two, three, and four part dictation; and improvisation at the keyboard. Also includes a study of the various methods of modulation, the treatment of dissonance in music, the use of altered chords and an introduction to contemporary harmonic principles. Classes meet five times weekly. 4 hours each.
300. **Materials, Methods, and Problems I.** The teaching of music in the first six grades. Prerequisites for primary and elementary education majors, one year of piano and pre-theory (one quarter). 3 hours.
301. **Observation I.** Students required to observe systematically the teaching of music in the grades. 1 hour.
303. **Materials, Methods, and Problems II.** The teaching of music in the junior and senior high schools. 3 hours.
- 305I. **Instrumental Problems and Materials.** 3 hours.
- 305V. **Vocal Problems, Materials, and Conducting.** 3 hours.
307. **Recreational Music and Singing Games.** Attractive folk songs and stunt songs suitable for assembly sings and informal groups learned; the singing games taught by instructor largely those collected in Southern Illinois. Each student taught to play a shepherd pipe of his own construction. Instruction given in the playing of pocket musical instruments, such as the harmonica and the ocarina. Course particularly useful to teachers who are interested in the less formal approach to music in the schools and for students interested in preparing themselves as leaders in summer camp activities, playground supervision, Four-H Club work, and similar types of recreational leadership. 4 hours.
- 309, 310, 311. **Orchestration I, II, III.** A study of the instruments of the orchestra, together with practical work in orchestra and band scoring. Prerequisites, Music 107, and one year of college work in piano. 2 hours each.
- 312, 313. **Composition I, II.** Composition of original work in smaller forms for piano, voice, string quartet, and other small combinations. Prerequisite, Music 207. 2 hours.
314. **Composition III.** Composition in larger forms. Prerequisite, Music 313. 2 hours.
- 318, 319. **Conducting.** A study of the techniques employed in conducting instrumental groups of various sizes and combinations. Student provided with opportunities to conduct both the University Orchestra and the Band. 3 hours each.
- 323, 324, 325. **Counterpoint.** Detailed study of the contrapuntal styles of Bach and other Eighteenth and Nineteenth Century composers. Creative work in two, three, and four-part counterpoint. Invertible counterpoint, canon, and fugue. 2 hours each.

326. **Form and Analysis.** A study of the form and texture of music from motif through symphony. 3 hours.
336. **Music History.** The beginnings of musical thought through the early Greek and Roman periods, and the development of music in the fifteenth and sixteenth centuries. 3 hours.
337. **Music History.** The history of musical thought in the seventeenth and eighteenth centuries and the first part of the nineteenth century (Bach until Wagner). 3 hours.
338. **Music History.** Wagner, the rise of nationalism; later nineteenth-century and twentieth-century composers. 3 hours.
339. **V(ocal), I(nstrumental), P(iano).** Seminar of Applied Music. An advance course in applied music for senior college students only. 2 hours.
340. **Music Esthetics Research.** Student admitted only by the chairman of the department. 1 hour.
- 341, 342, 343. **Musical Literature.** A discussion of musical literature from the earliest compositions to the present day. Students admitted to this course only by the approval of the chairman of the department. 1 hour each.
345. **Chamber Music.** Vocal ensemble (Madrigal Group). 2 hours.
355. **Chamber Music.** String ensemble, string quartet. 2 hours.
365. **Chamber Music.** Woodwind or brass ensemble. 2 hours.

Applied Music

For every hour of applied music taken, privately or in class, an equal number of hours of practice are expected.

Strings—Violin, Viola, or Cello. 1 hour for B.S. and 2 for B.M. degree.

150	151	152	First Year
250	251	252	Second Year
350	351	352	Third Year
356	357	358	Fourth Year

Woodwinds—Flute, Oboe, Clarinet, or Bassoon. 1 or 2 hours each.

160	161	162	First Year
260	261	262	Second Year
360	361	362	Third Year
366	367	368	Fourth Year

Wind and Percussion. Class lessons. 3 hours

166

Piano and Organ. 1 or 2 hours each.

170	171	172	First Year
270	271	272	Second Year
370	371	372	Third Year
376	377	378	Fourth Year

Brasses—French Horn, Trumpet, Trombone, or Tuba. 1 or 2 hours each.

180	181	182	First Year
280	281	282	Second Year
380	381	382	Third Year
386	387	388	Fourth Year

Ensemble—Band, Chorus, Orchestra. $\frac{1}{2}$ hour each.

183	184	185	First Year
283	284	285	Second Year
383	384	385	Third Year
393	394	395	Fourth Year

Voice. 1 or 2 hours each.

190	191	192	First Year
290	291	292	Second Year
390	391	392	Third Year
396	397	398	Fourth Year

SPEECH

Professor Talley (Chairman); Associate Professor McLeod; Assistant Professors Garbutt, Robbins; Instructors Buckman, Hunsinger.

The department of Speech offers curricula leading to degrees in the three colleges of the University as follows:

1. Bachelor of Science in Education (in the College of Education) either as elementary teachers who are trained as speech correctionists, or as secondary teachers of speech. See pages 47 and 48 for certificate requirements.

The requirements for speech correctionists as set up by the state are as follows:

- A valid teacher's certificate.
- A background of courses which will insure an adequate preparation in the subject matter and techniques of the field. The following areas and hours represent the minimum of this course preparation.
 1. Twelve semester hours in Speech Correction courses, including Phonetics, Human Anatomy and Physiology, and Principles of Speech Correction.
 2. Nine semester hours in Psychology courses, including Psychology of Child Development, Clinical or Mental Hygiene, and Tests and Measurements.
- (Note: This does not qualify the speech correctionist to teach hard-of-hearing children.)
- Speech Correction to the extent of at least 200 clock hours of supervised case work in teacher training center approved by the Education Committee of the American Speech Correction Association. These hours of teaching shall represent actual work with major types of speech difficulties, and shall be in addition to observation periods.
- Possession of personal speech habits which meet an acceptable standard in both voice and diction.
- Possession of a professional reputation in complete accord with the ethics of the profession.

The requirements for the secondary certificate as a teacher with a major in speech. (See page 47 for the requirements for the secondary certificate.)

For a 36 hour major (with two teaching minors).

101	202	302*
102	205	306
103	206	
105	212	

The above plus 208 and 209 and 10 hours of elective speech for the 48 hour major (one teaching minor).

*204 and 402 may be substituted for 302 if the student desires greater specialization in theatre.

With a minor in Speech.

24 quarter hours in speech, including 101, 102, 103, and 306.

2. Bachelor of Arts (for students in the College of Liberal Arts and Sciences.)

With a major in speech:

Speech 101, 102, 103, 106, 202, and additional courses, to total 48 quarter hours.

With a minor in speech:

Speech 101, 102, 103, and additional courses, to total 24 quarter hours.

3. Bachelor of Science (for students in the College of Vocations and Professions). The student may major in any of the following concentrations:

Interpretation
Public Speaking
Radio
Speech Correction
Theater

Curricula in College of Vocations and Professions

Major in Speech, Interpretation Concentration

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Speech 101	4	Music 100	3	Speech 103	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. Physics or Math.	4	Chem. Physics or Math.	4	Chem. Physics or Math.	4
Prac. Arts or Craft 3		Soc. Sci.	5	Soc. Sci.	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	15-16		16-17		17-18

Sophomore Year

Speech 104	3	Speech 211	4	Speech 217	4
Speech 105	4	Art 120	3	Health Ed. 202.....	4
Soc. Sci.	5	Biol. Sci.	5	Soc. Sci.	5
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3	P. E. (Women)	1
P. E. (Women)	1	P. E. (Women)	1	Electives	4
Electives	2	Electives	2		17-18
	17-18		17-18		

Junior Year

Speech 204	3	Speech 215	4	Speech 320	4
Speech 314	4	Eng. 305*	4	Eng. 318*	4
Eng. 369	4	Electives	9	Electives	9
Electives†	6		17		17
	17				

Senior Year

Speech Electives† ..	4	Speech 404	4	Speech Electives† ..	9
Eng. 320*	4	Speech Electives† ..	5	Eng. 366*	4
Eng. 321*	4	Eng. 324*	4	Eng. 370*	4
Electives	4	Eng. 330*	4		17
	16		17		

* Twelve hours or more must be taken from these. Electives may be substituted for the others.

† Speech electives must be in public speaking, drama, or radio.

‡ Electives must include 40 hours of senior college credit.

Major in Speech, Public Speaking Concentration

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Speech 101	4	Art 120 or Mus. 100.	3	Speech 102	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem., Physics or Math.	4	Chem., Physics or Math.	4	Chem., Physics or Math.	4
Prac. Arts or Craft 3		Soc. Sci.	5	Soc. 101	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<hr/> 15-16		<hr/> 16-17		<hr/> 17-18

Sophomore Year

Speech 202	3	Speech 205	3	Speech 213	4
Econ. 200	3	Speech 209	1	Soc. Sci.	5
Eng. 205, 206, 209, 211 or 212	3	Speech 201	2	Econ. 202	3
P. E. (Women)....	1	Eng. 205, 206, 209, 211 or 212	3	Health Ed.	4
Electives	8	Biol. Sci.	5	P. E. (Women)....	1
	<hr/> 17-18	P. E. (Women)....	1		<hr/> 16-17
		Econ. 201	3		
			<hr/> 17-18		

Junior Year

Speech 209	1	Speech 309	1	Speech Electives ..	4
Speech 301	4	Speech Electives ..	4	Soc. 102	5
Educ. 206	4	Govt. 370	4	Electives	8
Phil. 310	3	Electives	8		<hr/> 17
Electives	4-6		<hr/> 17		
	<hr/> 16-18				

Senior Year

Speech Electives ..	8	Speech 309	1	Speech 407	4
Soc. 330	3	Speech 401	4	Speech Electives ..	4
Electives	6	Speech Electives ..	4	Soc. 369	3
	<hr/> 17	Soc. 331	5	Electives	6
		Electives	3		<hr/> 17
			<hr/> 17		

Electives must include 32 hours of senior college courses.

Major in Speech, Radio Concentration

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Speech 101	4	Speech 103	4	Speech 107	3
Eng. 101	3	Eng. 102	3	Eng. 103	3
Physics 101	4	Physics 102	4	Math.	4
Prac. Arts or Craft 3		Soc. Sci.	5	Soc. Sci.	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<hr/> 15-16		<hr/> 17-18		<hr/> 16-17

Sophomore Year

Speech 216	4	Speech 104	3	Speech 105	3
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3	Soc. 101	5
Biol. Sci.	5	Art 120 or Mus. 100	3	Econ. 202	3
Journ. 100	2	Econ. 201	3	Health Ed.	4
Econ. 200	3	Journ. 200	4	P. E. (Women)....	1
P. E. (Women)	1	P. E. (Women)	1	Electives	2
	<hr/> 17-18		<hr/> 16-17		<hr/> 17-18

Junior Year

Speech 215	4	Speech 316	4	Speech 311	4
Bus. Ad. 330.....	5	Journ. 308	5	Speech 317	2
Physics 308	5	Soc. 202	5	Bus. Ad. 337	5
Electives	2-4	Electives	2-4	Soc. 330	3
	<hr/> 16-18		<hr/> 16-18		<hr/> 16

Senior Year

Speech 317	2	Speech 317	2	Speech electives ...	8
Speech electives ...	8	Speech Electives ..	6	Electives	8-10
Soc. 331	5	Electives	8-10		
Electives	2				
	<u>17</u>				<u>16-18</u>

Electives must include 22 hours of senior college credit.

Major in Speech Correction Concentration**Freshman Year**

Fall	Hours	Winter	Hours	Spring	Hours
Speech 101	4	Art 120 or Mus. 100	3	Speech 104	3
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem., Physics or Math.	4	Chem., Physics or Math.	4	Chem., Physics or Math.	4
Prac. Arts or Craft	3	Soc. Sci.	5	Soc. Sci.	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<u>15-16</u>		<u>16-17</u>		<u>16-17</u>

Sophomore Year

Speech 105	4	Speech 211	4	Health Ed.	4
Soc. 101	5	Soc. 102	5	Soc. Sci.	5
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3	Health Ed. 203	3
Educ. 206	4	Biol. Sci.	5	Electives	4
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
Electives	2				
	<u>16-17</u>		<u>17-18</u>		<u>16-17</u>

Junior Year

Speech 212	4	Speech 318	4	Speech 319	4
Soc. 355	3	Soc. 381	3	Speech Electives ..	4
Physiol. 209a	4	Physiol. 300	4	Educ. 305	4
Electives	6	Electives	6	Electives	6
	<u>17</u>		<u>17</u>		<u>18</u>

Senior Year

Speech 405	4	Speech Electives ..	8	Speech 306	4
Speech Electives ..	8	Educ. 340	4	Speech Electives ..	6
Educ. 306 or 343....	4	Electives	4	Educ. 425	2
Electives	2			Electives	2
	<u>18</u>		<u>16</u>		<u>16</u>

Electives must include 20 hours of senior college credit.

Major in Speech, Theater Concentration**Freshman Year**

Fall	Hours	Winter	Hours	Spring	Hours
Speech 101	4	Speech 106	4	Speech 103	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem., Physics or Math.	4	Chem., Physics or Math.	4	Chem., Physics or Math.	4
Prac. Arts or Craft	3	Soc. Sci.	5	Soc. Sci.	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<u>15-16</u>		<u>17-18</u>		<u>17-18</u>

Sophomore Year

Speech 204	3	Speech 208	1	Speech 208	1
Speech 206	2	Speech 214	2	Home Ec. 135	4
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3	Health Ed.	4
Soc. Sci.	5	Biol. Sci.	5	Art 120	3
P. E. (Women)	1	P. E. (Women)	1	Soc. Sci.	5
Electives†	4	Electives	6	P. E. (Women)	1
	<u>17-18</u>		<u>17-18</u>		<u>17-18</u>

Junior Year

Speech Electives .. 4	Speech Electives .. 4	Speech 312 4
Electives 13	Speech 313 4	Speech Electives .. 4
17	Eng. 306* 4	Eng. 360* 4
	Home Ec. 330..... 3	Electives 5
	15	17

Senior Year

Speech 402 4	Speech Electives .. 5	Speech 403 4
Speech Electives .. 9	Eng. 363* 4	Speech Electives .. 9
Eng. 361* 4	Electives 8	Eng. 366* 4
17	17	17

* One of these may be omitted in favor of an elective.

† Electives must include 21 hours of senior college credit.

General Speech

101. **Principles of Speech.** For the development of an understanding of basic principles and proficiency in the skills involved in everyday communication. Provides experience in a variety of speech situations. Prerequisite to all other courses in speech except 106, 302, 307—unless by permission of the instructor and department chairman. 4 hours. Each quarter.
104. **Training in the Speaking Voice.** Development of a good speaking voice and approved diction, through group and individual drill techniques. 3 hours. Each quarter.
201. **Parliamentary Law.** A study of the rules of procedure involved in presiding over and participating in properly conducted meetings. 2 hours. Winter.

Public Speaking

102. **Public Speaking.** Principles of public speaking applied to the various typical public speaking situations. Analysis of audience motives and reactions stressed in the approach to speech preparation. 4 hours. Each quarter.
202. **Principles of Discussion.** A consideration of principles and methods of discussion applicable to various types of group discussion. Current problems used as material for discussion. 3 hours. Fall and Spring.
205. **Principles of Argumentation and Debate.** A study of the principles of argument, analysis, evidence, reasoning, fallacies, briefing, and delivery. Actual experience in debating provided in class. Prerequisites, Speech 101 and 102 or 202. 3 hours. Winter.
209. **Forensic Activities.** Not more than three quarter hours of credit, and not to exceed two each year, to be secured for participation in forensic activities. 1 hour. Each quarter.
Note: No credit in excess of nine hours allowed for forensic and dramatic activity courses.
213. **Speech Composition.** A detailed study of the rhetorical techniques applicable to public address. One major speech prepared, with careful working out of every possible refinement. Prerequisite, Speech 102. 4 hours. Fall and Spring.
301. **Persuasion.** A study of the psychological principles involved in influencing individuals and groups, and their application to various types of speech situations. Prerequisites, Education 206, and 12 hours of speech. 4 hours. Fall.

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- 303. **Business and Professional Speaking.** Consideration of the specific speaking needs of business and professional people. Technical reports and lighter types of speaking included in the types studied. Primarily for adult and extension classes. 4 hours. Winter.
 - 309. **Forensic Activities.** Similar to 209. Prerequisites, 18 hours of speech and junior standing. 1 hour. Each quarter.
 - 401. **Lecture and Lecture Recital.** A study of the particular problems of the longer speech. Each student required to prepare and give a lecture or lecture recital of an hour's duration. Prerequisite, Speech 301. 4 hours. Winter.
 - 407. **History of American Oratory.** A study of the outstanding orators who have played significant parts in the development of the American way of life. 4 hours. Spring.

Theater

- 106. **Introduction to the Theater.** Study of the relations between the drama, the audience, and the theater, with a view to enriching (1) the general student's enjoyment of plays and motion pictures and (2) the theater student's background for practical work in play production. 4 hours. Winter.
- 204. **Acting.** A study of acting techniques, practice in class exercises, one-act and major plays. Prerequisite, Speech 103. 3 hours. Fall and Spring.
- 206. **Stagecraft I.** A study of the techniques of production in the non-professional theater. Actual participation in work on Little Theater productions. 2 hours. Each quarter.
- 208. **Dramatic Activities.** One hour credit per term, but not more than two per year to be earned by participation in major college plays. 1 hour. Each quarter.
- 214. **Stagecraft II.** A continuation of 206. Prerequisite, Speech 206. 2 hours. Each quarter.
- 302. **Play Production.** Problems and procedures in the selection and production of plays for the educational theater. Prerequisite, Speech 206. 4 hours. Fall.
- 308. **Dramatic Activities.** Same as 208, but requiring 18 hours of speech and junior standing. 1 hour. Each quarter.
- 310. **Children's Theater.** The application of principles of production to the dramatization of children's stories, and to the presentation of plays specifically for children. Prerequisites, Speech 302 or 312. 3 hours. Fall.
- 312. **Stage Design.** The elements of design in lighting, settings, costumes. Prerequisites, Speech 106, 204, 206. 4 hours. Spring.
- 313. **History of the Theater.** Study of the development of the theater from primitive times to the present day. Prerequisite, Speech 302 or 312. 4 hours. Winter.
- 402. **Directing.** Selection of plays, casting, and methods of rehearsal. Development of characterization, control of tempo, and similar problems studied. Students to direct or aid in directing one-act and major plays. Prerequisites, Speech 204, 206, and 312. 4 hours. Fall.
- 403. **Aesthetics of the Drama and the Theater.** A study of the principles and practice of dramatic production in the light of modern aesthetic theory. A course attempting to formulate an aesthetic judgment of the theater. Prerequisite, Speech 402. 4 hours. Spring.

Interpretation

- 103. **Reading Aloud.** A course designed to give practical instruction and training in the oral interpretation of good literature. A basic course for teachers, preachers, and speech majors. 4 hours. Each quarter.
- 215. **Reading of Prose.** A study of nondramatic prose literature from the viewpoint of the oral interpreter. Prerequisite, Speech 103. 4 hours. Winter.
- 217. **Oral Interpretation of Poetry.** A course emphasizing the study of the content and form of poetry and its interpretation to an audience. Prerequisite, Speech 103. 4 hours. Spring.
- 314. **Reading of Dramatic Dialogue.** The principles of interpretation as applied to dramatic dialogue. Prerequisite, Speech 103. 4 hours. Fall.
- 320. **Oral Interpretation of Dramatic Literature.** A study of the interpretation of material with dramatic power. Prerequisite, Speech 103. 4 hours. Spring.
- 404. **Recital and Lecture Recital.** The preparation and delivery of the material for special occasions; a public recital to climax the work in this course. 4 hours. Fall.

Radio

- 107. **Radio Speaking.** The study and practice of suitable speech before the microphone. Particular attention paid to adaptation of material and manner to the unseen listener. Prerequisite, Speech 103. 3 hours. Each quarter.
- 216. **Radio Production.** Simple production techniques, such as used in conventional radio programs, studied and practiced. Students to assist in the production of University radio programs as well as in classroom projects. Prerequisite, Speech 107. 4 hours. Fall.
- 311. **Script Writing.** The work of the course to include continuity writing, adapting materials for radio, and original scripts. Much of the work of the course done for radio programs actually being produced, so that the student will have an opportunity of hearing his work as a finished product. Prerequisite, Speech 216. 4 hours. Spring.
- 316. **Advanced Radio Production.** More advanced techniques, as used in radio dramas; use of musical backgrounds and sound effects to achieve moods, etc. An opportunity for practical radio work provided for this group. Prerequisite, Speech 216. 4 hours. Winter.
- 317. **Radio Workshop.** An activity course in practical radio experience. Up to six hours' credit possible to be earned by repeating the course. Prerequisite, 7 hours of radio. 2 hours. Each quarter.

Speech Correction

- 105. **Phonetics I.** The International Phonetic Alphabet studied and applied to the analysis of the sounds of the English language. 4 hours. Fall and Spring.
- 211. **Phonetics II.** The dialects of English, including Scotch, Irish, Cockney, Yiddish, Mountain, and foreign dialects, German, French, Spanish, Italian, and Norwegian. Prerequisite, Speech 105. 4 hours. Winter.
- 212. **Speech Correction I.** An introductory course designed to acquaint the prospective teacher or correctionist with the more common articula-

tory defects which constitute some 90% of the defects found in the public school children. Diagnosis and methodology stressed. Prerequisites, major in education or speech. 4 hours. Fall.

- 318. **Speech Correction II.** Dealing with nature, etiology, and treatment of stuttering. Prerequisites, Speech 212, Education 305, and Physiology 203. 4 hours. Winter.
- 319. **Speech Correction III.** Anatomy, neurology, etiology, and systems and principles of correction for cerebral palsy, cleft palate, aphasia, and delayed speech. Prerequisites, Physiology 209a and 300. 4 hours. Spring.
- 405. **Speech Correction IV.** Clinical training in speech correction. One hour of class per week, plus six hours of supervised clinical work. Prerequisite, Education 426. 4 hours. Each quarter.
- 406. **Re-Education of Acoustically Handicapped Children.** Principles and techniques of equipping deafened children for a better adjustment to their situation. Prerequisite, advanced standing in education or speech. 4 hours. Spring.

Speech Education

- 306. **Speech Education.** A consideration of the principles of effective speech teaching in the elementary and secondary schools, through both curricular and extra-curricular speech work. Required of all majors and minors in the College of Education. Prerequisite, 18 hours of speech. 4 hours. Spring.
- 307. **Story Telling and Children's Literature.** Designed to prepare elementary teachers to tell stories interestingly to children; and to acquaint these teachers with the available literature in the field. Prerequisite, junior standing. Not to be taken by students who have had English 213 or Education 313. 4 hours. Winter.

DEGREES CONFERRED, 1949**College of Education****Degree of Bachelor of Science in Education**

Carolyn Payne Abshier	Allen Leroy Cavaness
William H. Albers	Charles Stewart Chandler
Charles W. Allen	Donald Lee Chase
Edgar Herman Alms	Mary Lee Chones
Carolyn Anderson	James Hudson Clark
Geraldine Anderson	Beverly Ann Cochran
Mary Olive Anderson	Mary Elizabeth Coffman
John Robert Armstrong, Jr.	Mary Ruth Coffman
Esta Chloeteal Arnette	James Dee Cole
Jefferson D. Ashby	Pattie I. Cole
Leland E. Ashby, Jr.	Doris Jeanne Coleman
Walter R. Atchison, Jr.	Peggy Jane Coleman
William R. Auton	Ernest Virgil Copple
Jacob Cletus Baird	John Calvin Corbitt
Harry Banycky	Edward Lawrence Corder, Jr.
Kathleen Rainwater Barnard	John Dean Corn
Eula E. Barrow	Betty Louise Corners
George Edward Bauer	William E. Cosgrove
Ruth Marian Beach	Dan Cox
Dorothy Sager Beltz	Daniel O. Cox
George W. Beltz	William H. Cox
Denzel E. Berry	Albert T. Craig
William Berry	Calvert J. Craig
Lester Albert Bickel	Dwaine L. Crane
James Walker Biggs	Florence Claire Crim
Carl L. Birkner	Inez Geneva Crim
Charles Robert Blackman	Elmer E. Crocker
William C. Bleyer	Lola Madge Crum
Paul Vincent Boals	Joseph Cunningham
William J. Bonali	William Davies, Jr.
Morris Lee Booth	Collin Lingle Davis
Betty Hagler Borella	Galen L. Davis
Melva Rose Borgmann	William G. Davis, Jr.
Mary Katherine Boucher	Marjorie Mae DeLap
Rosemary Emerine Bowers	Michael Derbak, Jr.
Betty Bramlet	Ralph Francis Dewey
Robert Gene Brayfield	Frederick Jacob Dietz
Tilford U. Brooks	Lucille Dintelman
Glenn Otis Brown, Jr.	Donald Lee Doerr
Horace G. Brown	Erma L. Douglas
H. Eugene Brumley	Charles A. Durham, Jr.
Leonard Burden	Patricia Fields Eadie
Mildred M. Burlison	Walter John Eadie
Ralph J. Burns	Coralie Lunde Eaton
Lowell Dean Bush	W. Sue Eberhart
Maxine Harper Bush	Warren Robert Eberhart
Dellis P. Buzbee	Mary Lee Eckess
Nellie Byars	L. Madge Eddleman
Bess M. Capps	Harold S. Eldridge
Zelma Carlton	Jacqueline Cecile Elliott
Norma Evelyn Carmichael	Warren J. Elliott
Richard Thomas Carpenter	Robert P. Enrietto
Verle Carrell	Effie Chaney Erkman

Degree of Bachelor of Science in Education—Continued

Thomas D. Evans	Kathryn June Jack
Velma McCormick Fairburn	Elmer B. Jacobs, Jr.
Eva Sanders Faull	Donald Dean Jenkins
James L. Feaman	James G. John
Delmar Dwaine Feazel	Bertis L. Jones
Don H. Ferguson	Floyd Lowell Jones
E. Madolyn Fisher	Cornelius R. Jongedyk
James E. Fisher	Loren Boniface Jung
Mae Rose Fisher	rexel D. Karnes
E. G. Fitzgerald	Nada Vergene Kauzlarich
John Maurice Fitzgerald	Mary A. Keith
Thomas William Floyd	Lydia Marie Keneipp
Bobby Lee Follis	Edward M. Kerr
Reathel Forbes	Thomas P. Kerr
John H. Frazier	Winifred Kugler King
Lawrence Gallick	Clara M. Kirk
Vernie Garrison	Russell Dale Kittle
Robert K. Gay	Edward G. Knies
Barnie Paul Genisio	Charles William Koch
James Gordon Gibson	Rod Kraatz
Daphne Elaine Goldsmith	Nora Theresa Kreher
William T. Gooch	Kathryn Kristoff
Dorothy Mae Goodrich	David D. Kroener
Harold Lasley Gray	Florence Lorraine Kutcosky
Helen M. Green	Maxine Anita Land
Helen Virginia Gresham	Ralph Leroy Lane
Archie N. Griffin	Ted D. Lane
James E. Griggs	Dolores Harriet Langham
Waldo Grigoroff	Delmer D. Launius
June Lee Gross	Robin F. Ledbetter
Lucille Gunn	Clyde Leilich
Stanley Francis Haas	Vernon B. Leirer
Mabel Lorene Hake	Joy Louise Levin
Glen Russell Hamilton	Louise J. Lienesch
Lewis T. Hammack	Robert Leonard Littlehale
David Paul Hancock	Robert Edward Luetzow
Naomi E. Hancock	William Scottie Lynch
Millicent Casper Hankla	Julia Ann Mann
Robert Clinton Harrell	Frank Jennings Marshall
Marian Athylin Harris	Betty Ann Martin
Barbara Karsch Harrison	James Clinton Martin
Mary Sue Hartman	Roberta Ann Martin
John E. Hastings, Jr.	William August Mary
Doris Hays	Charles G. Mattingly
Bill Hayse	Helen Mae Mattox
Lloyd D. Higgerson	Nellie F. McCabe
Frank M. Hodgson	Neva B. McClelland
Charles Lewis Hoffman	Bertha Leone McClerren
Gilbert Holmes	Norman Eugene McClintock
Wallace Wade Holsapple	Robert Leroy McCormack
Dale Lee Houghland	Mary Ann McDowell
Charles E. House	Bret J. McGinnis
Robert Dean Huff	Mariam Frankie McKemie
Ana Huffman	Kenneth Dean McMurray
Bertie A. Lence Hunsaker	Jesse Sylvester McMurtry
William Hurley, Jr.	Samuel Semple McPhail
Verlie Everett Ingli	Donald Clinton McQueen
Lois Evelyn Irvin	Lester Ewing McSparin
B. Victor Isom	Russell Lowell McSparin
George Alvin Iubelt	Lena Mae Melvin

Degree of Bachelor of Science in Education—Continued

Mary Carolyn Mertz	Clyde C. Roots
Kathryn Iletta Middleton	Sibyl Bernice Austin Rountree
Edmond Major Mietzner	Kenneth George Rushing
Harold C. Miller	Ivan L. Russell
Dorothea Marie Mills	Vernetta Alice Russell
Georgia Mircheff	Mary Saba
Quentin DeWitt Miskell	Theodore L. Sanders
Betty Lou Hill Mitchell	William B. Sanders
Dorothy L. Mitchell	Helmi Barbara Sant
Faye Stafford Mitchell	Robert Ernst Schmidt
Emmett Joseph Moll	Marjorie I. Schnake
Ben Eugene Moore	Billie Rose Schwegman
Guy Clifton More	Jerome Maxwell Seltzer
Edna Muriel Morgan	Phyllis Jean Shaw
Donald Lloyd Morris	Pauline Shea
Ardella Cox Mosimann	Melvin Lawrence Siener
Marvin Kenneth Mullinix	Raymond Sikkel
Clifford Paul Murrie	Verna O. Pulley S. Silveria
Patricia Ann Murrie	William J. Simmons, Jr.
Norma Jeane Nausley	Leon Ross Sitter
Carl U. Nelson	Patricia Parks Sitter
Andrew William Nichols	George O'Neil Slankard
George Ralph Oglesby	Bertie M. Smith
Carlyle George Ott	Kenneth George Smith
Donald T. Outten	Kenneth L. Smith
Albert Owens, Jr.	Loy Ray Smith
Edward J. Parilac	Margaret M. Smith
William Parrish	Opal M. Smith
Lloyd L. Patheal, Jr.	Robert Henry Smith
Margurine Pavloff	Phyllis Jean Snow
Wallace Lee Peebles	Ruth Marie Sohn
Howard N. Pepple	Jane Kirkpatrick Somers
Jesse William Perkins	Mike Sortal
Marian Jones Perkins	Rua Mae Sowers
John Walter Pero	Virinda Arbogast Spencer
Emily Lenora Perry	Ruth Elizabeth Sprankel
Raymond Leon Peters	William Raymond Staudacher
Kenneth G. Piercy	Roy S. Steinbrook
Joseph James Pieron	Ralph D. Stoafner
Carlos Russell Pleshe	LeRoy Virgil Stoldt
William Edward Plumlee	Lawrence Eugene Stone
Geneva Marie Pollack	Floyd E. Strobel
James Edward Polston	Ivan Bernard Swan
William C. Qualls	Doris Morgan Swayne
William R. Qualls	Mary Marberry Swindell
Gilbert G. Ragsdale	Velda Marie Swope
Donald I. Raines	Daisy Renfro Sykes
Alma M. Ralls	Franklin G. Taylor
Thelma Raybourn	W. Dean Taylor
Jesse Elza Rea	Carrie Prindle Thomas
Rachel Clymore Read	Mildred Fearnside Thompson
John R. Reed	Edith Louise Todd
Elliott Eugene Reiman	Everett D. Todd
Joseph Rezeta	Harold E. Todd
Venda Gene Rhine	Esther Cox Tooley
Elmo Ricci	James Estil Tooley
John L. Roach	Patricia Ann Tope
Helen Lee Nicholson Rodenberg	Edward R. Towers
James Norman Rogers	Dora Alice Travelstead
Arch Camel Roll	William Joseph Tripp

Degree of Bachelor of Science in Education—Concluded

James D. Tucker	Charles Baxter Whalen, Sr.
Lee E. Unger	Mary Roberta Wheeler
Philip James Van Winkle	William David Whiteside
Stanley Veach	John Milford Whitman
Josephine Venegoni	Lowell M. Wilkinson
Benny Stinson Vineyard	James Robert Williams, Jr.
Charles K. Voeste	Mary Louise Williams
Charlott Ann Waggener	Ralph Lee Williams
Charles Robert Walker	Eleanor Wilson
Helen Fildes Walker	James Earl Winkleman
Iva May Walker	Joyce Anita Wise
Odis Walker	Maxine Wood
Charles Anderson Walters	Vermadel Morgan Wood
Luvica F. Ward	Charles F. Woolard
Belle Warren	Velven Loue Wooldridge
Thurman O. Watson	Marion F. Yarber
Thomas Winn Watts	Wynnye Y. Young
George Webb	Zella M. Young
Ronald E. Weiss	Vivian Annabel Zang
Roy Keith Weshinskey	

**College of Liberal Arts and Sciences
Degree of Bachelor of Arts**

Charles William Arensman	Neal H. Modert
Jack Edward Barth	William E. Moss
William Thomas Bracy	Shizuko Murao
Don Charles Brammeier	Stanley W. Narusis
Calvin C. H. Bremer	Taylor D. Neely
Henry Byron Bruce	Mary E. Williams Neighbors
Floyd R. Cargill	James R. Nichols
William D. Carter	James Edward Oliver
Patricia Eugenia Curtin	Louis Pechenino
Jane Clare DeLap	Delmer L. Porter
Robert L. East	Charles Dewey Pruitt
Joseph Willard Elliott	William Prusaczyk
Warren J. Elliott	Cyril A. Raben
Dorothy Mae Gilbert	Dorris O. Rettinger
Nancy Schneider Gillespie	William Gilbert Ridgeway
June Elizabeth Gordon	Louis N. Rowell
Freeman Greer, Jr.	Ferdie Jacob Schimpf
Alard M. Hamilton	William Kyle Sisk, Jr.
Franklin Willard Hamilton	George O'Neil Slankard
Linna Hamilton	Grover Gene Sloan
Esther Zimmer Hanagan	James Willard Stanhouse
Earl Steve Hancock	Harold A. Stanley
Evan Louis Hill	Philip Ross Strange
Anson A. Hinkley	Henry Don Sullins, Jr.
Max A. Irvin	Jimmie William Thomas
John McKinley Johnston	Randall Gene Thompson
Louis Rendleman Karraker	Marion E. Thornsberry
Joseph Clifford Kern	Charles William Turok
Mary Kovach	Ray Randle Vaughn
Lee A. Kroener	William Joseph Vogt
Robert William Lickiss	Gene Ward Walker
Donald Jackson Manus	Jack D. Walker
Paul Louis Margelli	Charles F. Wathen
Roberta Ann Martin	George Wesdell
Edward F. McDevitt	Jack W. West
Robert J. McNeely	Earl Bennett Wilburn
Robert Joseph Melton	Archie Paul Woolard
Thomas D. Middleton	Pauline Cynthia Wright

Degree of Bachelor of Science

Jack Barrow	Thomas P. Kerr
Frank Bataitis	Bruce E. Kirkman
George A. Crespi	James Howard Moak
Wallace Ray Deason	Bobbie D. Stone
George Grosco	William Ulrich
Charles R. Gunderson	Dallas Laval York
George Franklin Jackson	William Zebrun

College of Vocations and Professions**Degree of Bachelor of Music**

Rose Price

Degree of Bachelor of Science

Eugene Wallis Aikman	Lloyd E. Hubert
William S. Anderson	John Eugene Hughes
Carson R. Baker	William Robert Johnson
William H. Bauer	Albert Dean Kelly
Earl Blankenship, Jr.	Robert Franklin Lau
Francis Louis Borella	Keith Preston Lawrence
Robert D. Bradley	John Fred Lobenhofer
Robert E. Branson	Robert Edward Luetzow
Charles Martin Bremer	George William Marvin
Charles V. Brockett	James Clayton Miller
Robert Dennis Brown	Ralph J. Myers
Harold Stanley Brubaker	Ronald Ray Parks
Sherell Eugene Campbell	Richard Lee Peacock
Joseph H. Caveglia	Billy L. Phifer
Harry L. Crowder	Loren Albert Pullum
Hal G. Davis	Roy Dean Ragsdale
William C. Dean	Louis F. Renfro, Jr.
Paul Eugene Dickerson	Thomas S. Rich
Frederick Jacob Dietz	Woodrow Rust
Glendell L. Dunbar	Weldon Leon Simpson
Frank Wilhelm Dunst	J. Spencer Smith
Glenn Eugene Eaves	Robert Duff Stelle
Gilbert N. Ely	Walter E. Stone
Donald Lee Ferguson	Lloyd B. Straker
Louis F. Frank	William D. Thompson
Norman Keith Gettings	John E. Tregoning
William Nelson Hagler	Robert O. Veach
Benjamin K. Harkins	Richard Wilson Wampler
Lawrence A. Hilton	

Graduate School**Degree of Master of Arts**

Carl Behla Ferrell	William F. Price
Franklin Willard Hamilton	Albert Jene Shafter
William Thomas Holder	William Carl Wimberly
Frank B. Moake	LaFern N. Wise
Gus E. Paris	Hayward L. Wood

Degree of Master of Science

Charles Barnard Ablett	Julius R. Swayne
Nathan Nagle	Ramon Skiles Swisher

Degree of Master of Science in Education

Ernest R. Arms	Charles A. Inskeep
Robert C. Ashby	Kermit J. Jeffers
John Ellis Austin	Robert Samuel Kerr
H. Virgil Barnard	Robert M. Kesterson
Maxine Harris Blackman	Howard Clifford Lambert
Clydell Burgess Boals	Robert June Lee
Irene Boughers	Arley W. Ludwig
Harry Edward Boyd	Willie Sanders Mathews
Donald G. Brasel	William McBride
Judge Edmon Brodie	Walter H. McDonald
Allen L. Bryan	Lebern N. Miller
Irene Stallons Calcaterra	Mohini Balaji Mundkur
Ural L. Campbell	Chester Forrest Newby
Cleo Dorris Carter	Evelyn Marie Patterson
Harry Wesley Carter	Mary Jewell Peters
Anastasia Cloud	Ethyl L. Pyatt
Joseph Harris Davis	Mary Jane Reeves
Mary Evoleen Davis	Charles Fred Rohlfing
Nancy Lucille Davis	Amy Kathryn Rollo
Herschel W. Ellis	Irene Lester Rondeau
Ogie Earl Ellis	Winnie Calhoun Rowe
Robert Files Etheridge	Lester J. Ruester
Marvin O. Garlich	Anna Mae Schuh
Georgia M. Garrett	Doris Caroline Sewell
Billie Ruth Gill	Bernice Lafoon Sickman
Arthur Halfar	James Carlynn Springs
Barton K. Herr	Olin W. Stratton
Orloff Howard Hicks	P. F. Tan
Clifford P. Hooker	Edna Spires Travis
Lucille Vick Howell	Virgil N. Wheeles
Wilma Ruth Hughes	Lorene Kerley Wills

SUMMARY OF DEGREES, 1949**College of Education****Degree of Bachelor of Science in Education**

	Men	Women	Total
June 10	138	80	218
August 5	100	67	167
	238	147	385

College of Liberal Arts and Sciences**Degree of Bachelor of Arts**

	Men	Women	Total
June 10	39	7	46
August 5	25	5	30
	64	12	76

Degree of Bachelor of Science

	Men	Women	Total
June 10	11	0	11
August 5	3	0	3
	14	0	14

College of Vocations and Professions**Degree of Bachelor of Music**

	Men	Women	Total
June 10	0	1	1
August 5	0	0	0
	0	1	1

Degree of Bachelor of Science

	Men	Women	Total
June 10	34	0	34
August 5	23	0	23
	57	0	57

Graduate School**Degree of Master of Arts**

	Men	Women	Total
June 10	2	0	2
August 5	7	1	8
	9	1	10

Degree of Master of Science

	Men	Women	Total
June 10	1	0	1
August 5	3	0	3
	4	0	4

Degree of Master of Science in Education

	Men	Women	Total
June 10	10	12	22
August 5	28	12	40
	38	24	62

ENROLLMENT BY COLLEGES, 1949-50

	Education			Liberal Arts and Sciences			Vocations and Professions			Totals		
	M	W	T	M	W	T	M	W	T	M	W	T
Summer, 1949 (8 weeks)												
Graduates.....												
Post-Graduates.....	17	19	36	7	0	7	3	5	8	189	82	271
Seniors.....	264	218	482	74	11	85	61	4	65	399	233	632
Juniors.....	129	168	297	53	9	62	46	5	51	228	182	410
Sophomores.....	65	143	208	46	8	54	35	15	50	146	166	312
Freshmen.....	67	100	167	37	16	53	42	18	60	146	134	280
Unclassified.....	12	23	35	3	2	5	4	0	4	19	25	44
Total.....	554	671	1225	220	46	266	191	47	238	1154	846	2000
Extension (duplicates excluded).....										179	474	653
Total.....												2653

	Education			Liberal Arts and Sciences			Vocations and Professions			Totals		
	M	W	T	M	W	T	M	W	T	M	W	T
Fall, 1948												
Graduates.....												
Post-Graduates.....	1	5	6	1	2	3	2	0	2	165	78	243
Seniors.....	218	154	372	95	12	107	78	7	85	391	173	564
Juniors.....	148	150	298	80	15	95	84	13	97	312	178	490
Sophomores.....	175	199	374	122	26	148	139	38	177	436	263	699
Freshmen.....	233	234	467	202	51	253	280	86	366	715	371	1086
Unclassified.....	3	0	3	0	2	2	0	2	2	3	4	7
Belleville Residence Center.....	18	48	66							18	48	66
Total Residence.....	796	790	1586	500	108	608	583	146	729	2044	1122	3166
Extension (duplicates excluded).....										251	884	1135
Total.....												4301

ENROLLMENT, 1948-49

	Men	Women	Total
Fall, 1948, Residence.....	2036	977	3013
Winter, 1948-49	1967	933	2900
Spring, 1949	1841	896	2737
Total Individuals, Regular School Year, 1948-49..	2329	1174	3503
Summer Session, 1948	1148	771	1919
Individuals, Regular School Year, 1948-49, and Summer, 1948	2670	1595	4265
Individuals, Extension, 1948-49.....	461	1460	1921
Total Individuals, Regular School Year, Summer, and Extension, 1948-49	3036	2829	5865

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PLEASE BRING THIS CATALOG WITH YOU
WHEN YOU COME TO REGISTER

summer



1951

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summer

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SOUTHERN
ILLINOIS
UNIVERSITY

Bulletin

For the benefit of high school graduates and of veterans of the last war who need to enter college before July 25, 1951, in order to receive their educational benefits, a twelve-weeks summer session extending from Monday, June 11, to Friday, August 31, will be provided. A list of courses, which will include the basic freshman requirements for all students, can be obtained from the Registrar's Office.

UNIVERSITY CALENDAR

Summer, 1951

June 11	Monday	Registration
June 12	Tuesday	Instruction Begins
July 4	Wednesday	Independence Day Holiday
August 2-3	Thursday-Friday	Final Examinations
August 3	Friday, 7 P.M.	Commencement
August 31	Friday	End of Twelve-week Session

S. I. U. TWELVE-WEEKS SESSION

In addition to the regular session of eight weeks, Southern Illinois University plans to offer a number of courses on a twelve-week schedule to permit incoming freshmen to complete one full quarter of work this summer. Courses which are tentatively scheduled are

Art 120

Botany 101

Chemistry 101 or 111

English 101

Geography 100

Government 101 or 231 —

History 101 —

Mathematics 106 or 111

Music 100

Physics 101 or 108

Physical Education (Women's) 101

Physical Education (Men's) 151

Sociology 101

Zoology 101

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Southern Illinois University

Bulletin

Volume 45

Carbondale, Illinois, February, 1951

Number 1

ANNOUNCEMENTS FOR SUMMER, 1951

Eight Weeks

June 11 to August 3

Twelve Weeks

June 11 to August 31

PUBLISHED QUARTERLY WITH THE APPROVAL OF THE
PUBLICATIONS COMMITTEE OF THE UNIVERSITY

Entered as second-class matter at the post office at Carbondale,
Illinois under the Act of August 24, 1912.



ACADEMIC STANDING

Southern is accredited by the Commission on Colleges and Universities of the North Central Association in Group IV (as a University), the American Association of Colleges for Teacher Education, the Association of American Colleges, and the National Association of Schools of Music.

Women graduates of Southern are eligible for national membership in the American Association of University women.

AFFILIATED SERVICES

A United States Veterans Guidance Center is located on the campus at 1215 South Thompson. Its services are available to all veterans who desire advisement, counseling, or information concerning certification for entrance into training under Public Laws 16 and 346. The telephone number is 1196.

A Field Office is maintained by the State Division of Vocational Rehabilitation at 219½ West Main Street, Carbondale, to render service to physically handicapped persons. Prospective students may consult with the local Field Agent by appointment, telephone 324.

HOUSING

Women students may secure board and room at Anthony Hall, a University dormitory, for \$12.00 per week. Applications should be sent to Miss Maxine Vogely, the director. A deposit of \$5.00 is required to reserve a room.

Student rooms in Carbondale now cost \$3.50 to \$4.00 per person per week, with two students sharing a room. Several of the organized houses, including fraternities, sororities, and co-operatives, will accommodate non-members during the summer. (A

list of room vacancies may be secured from the Housing Chairman in the Dean of Women's Office.

Meals may be obtained at the university-owned cafeteria and in several boarding houses near the campus.

The University has 105 apartments on the campus and 9 especially attractive apartments at the Crab Orchard Ordnance Plant, ten miles east of Carbondale, available for married veterans. Applications may be secured at the Housing Office, or from the Supervisor of Veterans' Housing Projects.

SUMMER CO-RECREATION ACTIVITIES

Each summer the Women's Physical Education Department sponsors play nights on the old football field, square dances on the parking lot, hikes, or swimming parties at Crab Orchard Lake. Watch for dates of these to be announced.

CONFERENCES AND WORKSHOPS

Workshops both on and off campus, are conducted during summers.

Students interested in campus workshops should correspond with the appropriate college deans. Persons interested in off campus workshops should correspond with Mr. Raymond H. DeWitt, Director of the Division of Extension and Adult Education.

Consultants, rather than instructors, serve these groups placing specialized resources at group disposal, both in discussions and in the exploration of individual problems and plans.

Child Guidance Clinic.

The Child Guidance Clinic was established in April 1936, for the primary purpose of aiding teacher education. With special aid and guidance given by the Illinois Institute for Juvenile Research, it has continued in the expansion of its services to many communities and schools throughout Southern Illinois. The Clinic works in close cooperation with the different divisions of the State Department of Public Welfare, with the different teacher-educating units of the University, with executives and teachers of public schools, with nurses and public health officials, with medical doctors, with county judges, and with parents of children who ask for assistance.

Additional information may be found on page 52 of the annual catalog. Specific information regarding pre-requisites and descriptions of the courses offered by the Clinic may be secured by contacting the Director of the Child Guidance Clinic.

Educational Materials Exhibit

The annual Educational Exhibit of textbooks and reference materials, instructional aids, audio-visual aids materials, and general classroom equipment will be held on University campus again this summer in the men's gymnasium. All materials and equipment are exhibited through the courtesy of the various supply companies serving Southern Illinois. City and county superintendents, high school principals, parents, students, teachers, board members, and the public are cordially invited to attend the Exhibit. Address any inquiries to the Director of the Exhibit.

SHORT COURSES

Women's Physical Education

The Women's Physical Education Department is offering a course in camping education. This course, P. E. 349, will be held at Giant City State Park, and will be granted from two to six quarter hours.

One week of the course consists of an intensive study of the camping skills, including camp craft, nature study, wood work, arts and crafts, campfire programs, and the organization and administration of camp. Two quarter hours will be given for this week's study. Following this intensive training, campers will stay at Giant City to serve an internship as counsellors for the elementary school camp. During this active participation in camp leadership, the students will study camp guidance procedures and evaluation techniques. Additional credit will be given for this camp internship. Prerequisite for camp internship is the completion of the week of pre-camp training.

Students must pay tuition and room and board fees the first week, and tuition only during their internship. Students must furnish their personal equipment.

For further information write to the Women's Physical Education Department at Southern Illinois University.

Home Economics

The Department of Home Economics is again offering a summer series of skill courses. One of these, Upholstering, is offered in cooperation with the Industrial Education Department. These courses will include eight hours of classwork per day.

Home Economics 128--Clothing Construction-- no credit

In this course each student to complete a blouse by the new Bishop short-course method. Demonstrations and individual help given by the instructor.

The course will be taught by Mrs. Marjorie Arch. Mrs. Arch has studied with Mrs. Edna Bryte Bishop, who originated the method, and has taught at Pennsylvania State College and at Indiana State College, Indiana, Pennsylvania.

Each student to provide her own materials. Fee for the course, \$5.00.

Home Economics 141--Art in the Home--**1½ hours credit**

A course especially designed for teachers and largely concerned with new techniques. Experiences adapted to the needs of the class.

This course will be taught by Miss Kathryn Weesner, of the resident staff of the University of Illinois.

Students to furnish their own materials. Fee for the course, \$3.75.

Home Economics 216--Upholstering--**3 hours credit**

Instruction given in the use of tools, materials, and fundamental processes of upholstering furniture.

This course will be taught by Mr. Carl Kinsey, a member of the Industrial Education staff at Southern Illinois University.

Each student to upholster a chair and to buy her own upholstering material to be had for \$8.50 and up. Cost of frame and other materials from \$5.00 to \$7.50. Fee for the course, \$6.75.

Home Economics 316--Food Preservation--**3 hours credit**

A study of the newer methods in the canning, preserving, and freezing of foods for home use. Includes a field trip. Prerequisites, Home Economics 205, 206, or permission of the instructor.

This course will be taught by Mrs. Mary Louise Barnes, a member of the Home Economics staff at Southern Illinois University.

Fee for the course, \$6.75.

Registration

Registration in one or more of the skill short courses should be done at once by completing the enclosed Enrollment Blank and mailing it, with remittance, to Bursar, Southern Illinois University, Carbondale. All checks should be drawn to Southern Illinois University.

The date on the Enrollment Blank will determine the order in which applications will be accepted. Registration in all classes is limited.

For the tuition fee the enrollee will receive--

1. In the one-week courses, forty hours of concentrated instruction and expert supervision; in the two-week courses, eighty hours.
2. Detailed instructions on what the enrollee should bring with her.
3. Use of equipment to make fast, concentrated work possible.
4. In the upholstering course, the chair, frame, webbing, and materials other than chair covering will be furnished.

SOUTHERN ILLINOIS UNIVERSITY

THE COLLEGE OF VOCATIONS AND PROFESSIONS

**Reservation Blank
(Home Economics Skill, Short Courses)**

Date _____ Name _____

Address _____

Check below the courses in which you wish to register.

* Note fee for each.

Food Preservation--June 11--23. Registration limited to twenty (20) people.

Clothing Construction--July 23--28. Registration limited to twenty (20) people. (Date subject to change.)

Art in the Home--July 9--13. Registration limited to twenty (20) people.

Upholstering--June 25--July 7. Registration limited to sixteen (16) people.

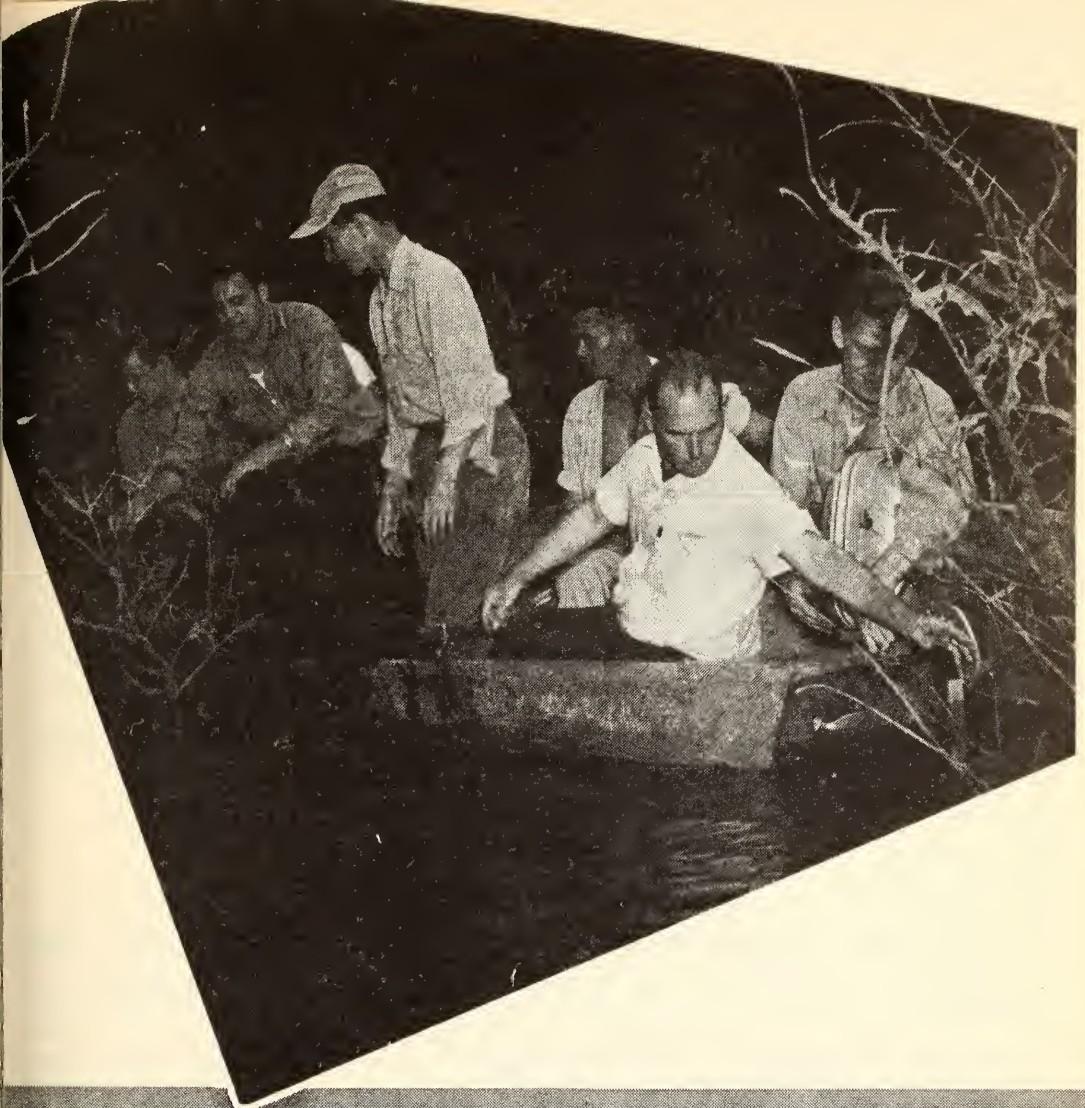
Please return this reservation blank and fee to:

Bursar
Southern Illinois University
Carbondale, Illinois

No fees will be refunded after registration in the course. Registration for these courses will be completed on the first day of your first course. Please bring your receipt.

* See pages 6 and 7





ADMISSION REQUIREMENTS

Graduates of accredited high schools and mature persons whose experience entitles them to admission without high school graduation are eligible to register for the summer session. The latter, however, will be admitted as unclassified students. Any student contemplating matriculation should apply for admission and should have a transcript of his high-school record and such college credits as he may have sent to the Registrar prior to the date of registration.

Veterans and all persons over 21 who have not been graduated from high school may be admitted as regular college students if they pass the General Educational Development Tests. For further information concerning these tests, consult the Dean of Men.

REGISTRATION PROCEDURE

All new students, and others who have not previously been assigned to advisers, will report first to the Dean of Men or the Dean of Women for assignment. These advisers will assist them in their selection of courses and approve the schedules when finally arranged. The tuition bills are also made out and paid at this time.

All students will go to the gymnasium to register.

ACADEMIC LOAD, COURSE NUMBERS, AND CREDITS FOR THE EIGHT-WEEKS SESSION

The normal student load for the eight-weeks' session is ten to twelve quarter hours. A student with special needs, by permission of the dean of his college or the dean of the Graduate College, may take a maximum of fourteen quarter hours.

Each class period is seventy-five minutes in length. The schedule of periods for the summer follows:

1st hour... 7:30-- 8:45	4th hour... 11:45-- 1:00
2nd hour... 8:55-- 10:10	5th hour... 1:10-- 2:25
3rd hour.. 10:20-- 11:35	6th hour... 2:35

Courses numbered 100-199 are primarily for freshmen; 200-299, for sophomores; 300--399, for juniors and seniors; 400-499, for seniors and graduates; and 500 and above, for graduates.

SUMMER TERM REGISTRATION SCHEDULE

Monday, June 11

8:00	A-B inclusive and Public Law
	16
8:45	C-E inclusive
9:30	F-H inclusive
10:15	I-Mc inclusive
11:00	M-P inclusive
1:00	Q-S inclusive
1:45	T-Z inclusive

FEES

Fees for all freshmen and sophomores for the summer session total \$19.62 as itemized below, plus federal tax on admissions:

Tuition fee	\$11.25
Student Activity Fee	6.37
Book Rental Fee . . .	2.00

Fees for juniors and seniors in the College of Education are the same as those for lowerclassmen. The tuition fee for the upperclassmen in the College of Liberal Arts and Sciences and in the College of Vocations and Professions is \$15.00, but the student activity and the book rental fees are the same as for the others making a total of \$23.37, plus tax. Fees for graduate stu-

dents total \$17.62. This includes the tuition and activity fees, but not the book rental fee. A matriculation fee of \$5.00 is charged in addition, for those who are not graduates of Southern. An out-of-state fee of \$7.50 for the summer session is applied to all students not residents of Illinois.

The student activity fee includes charges for limited medical service and hospitalization, library, and gymnasium and athletics. In addition, each student is issued at the time of registration a ticket to the entertainment course.

Students attending under Public Laws 346 and 16 are excused from all regular fees in any college. Holders of Military Scholarships and Normal School Scholarships are entitled to exemption from fees up to \$80 annually, or \$320 for four years. Normal School Scholarships and Military Scholarships do not pay for laboratory supplies and other material fees.

THE GRADUATE COLLEGE

Administration of the Graduate College

The administration of the Graduate College is carried on by the Graduate Council, appointed by the president of the University in consultation with the dean of the Graduate College, who is ex-officio chairman of the council.

Graduate Degrees

The Graduate College offers instruction leading to the degrees, Master of Arts, Master of Science, and Master of Science in Education.

The degrees, Master of Arts and Master of Science, are available in the fields of biological sciences, botany, English, foreign languages, geography, government, history, mathematics, microbiology, philosophy (minor), physical sciences, physics, speech, sociology, and zoology.

The degree, Master of Science in Education, is available in the fields of biological sciences, educational administration and supervision, educational clinical psychology, elementary education, English, foreign languages, guidance and counseling, industrial education (minor), mathematics, philosophy (minor), physical sciences, special education, speech, and social sciences.

Admission

Admission to the Graduate College is granted by the Registrar and the dean of the Graduate College; approval for majoring in a particular department or field is given in writing by the chairman of the major department or by the designated representative of the major area. (Field majors must be approved by the chairman of each department included in the major.)

Admission to the Graduate College is granted only to graduates of fully-accredited colleges and universities, but graduates of institutions of limited accreditation may be given conditional admission, according to their merits. Students whose undergraduate records are not such as to indicate ability to do high quality of work should not expect unconditional admission to the Graduate College.

Application for Admission

Application blanks for admission to the Graduate College may be obtained from the Graduate College. Applicants must submit, with the application forms, official transcripts (sent directly from the college or university from which the degree was received) of their undergraduate work and of any graduate credits which they wish to transfer.

A student who wishes to enter the Graduate College immediately after graduation may submit an incomplete transcript with an indication of the courses in which he is enrolled during

the final term of undergraduate work, together with a statement of his registrar that graduation will follow successful completion of his current enrollment. A supplementary transcript showing the completed courses and the degree earned must be submitted before full admission can be granted. Students who have completed their undergraduate work and have been recommended for graduation may be admitted to the Graduate College even though the bachelor's degree is not to be conferred until the close of the academic year.

Credentials submitted to the University become the permanent property of the University and are placed on file in the Registrar's Office.

Admission of Undergraduates to Graduate Study

Undergraduate students who are within one term's work (16 quarter hours) of meeting the requirements for the bachelor's degree may take courses to be reserved for graduate credit by applying for admission to the Graduate College and by obtaining approval of the departmental chairman or representative. Undergraduates who take 400 courses for graduate credit must also obtain the approval of the dean of the Graduate College on the registration card at the time of registration.

Admission as an Unclassified Graduate Student

A student who holds the bachelor's degree and who does not wish to become a candidate for a higher degree or for another bachelor's degree should apply for admission as an unclassified graduate student. An unclassified graduate student may enroll in graduate or undergraduate courses for which he has had the prerequisites.

No course can be credited toward a master's degree unless the student, at the time the course is taken, has applied for admission to the Graduate College as a potential candidate for a master's degree.

Admission to Full Graduate Standing

A student attains full graduate standing when he has fulfilled the prerequisites of the major department and has made satisfactory scores on the Graduate Aptitude Test, which is required of all graduate students the first term in residence; or has completed half the work for the advanced degree with an average of "B" or better (in the event he does not make satisfactory scores on the test).

Approval of Major

The student must file, in advance, an application to major in a particular department or field with the dean of the Graduate College, who initiates the approval and notifies the student of the conditions thereof. Otherwise, a student has no assurance that courses taken in such department will lead to a major or be applied toward a master's degree at this University.

Registration

Graduate students obtain from the dean of the Graduate College special program work sheets, on which space is provided for the approval of the advisory committee. Application blanks for the aptitude test also may be obtained from the dean of the Graduate College.

The approved work sheet should be taken to registration and used in obtaining course cards, and to the University Bookstore to obtain books.

Advisory Committees

Each student admitted to the Graduate College is assigned by the dean of the Graduate College an advisory committee representing his major and minor fields. This committee assists the graduate student in making out his program of studies, both term-

by-term and long-range. As soon as the student has selected his thesis topic and special thesis adviser, such adviser is named chairman of his advisory committee.

Limitation of Enrollment

Twelve quarter hours of graduate credits are the maximum load permitted during the summer session, without special written permission on the part of the dean of the Graduate College.

Responsibilities of the Student

The student must assume the responsibility of checking the progress toward his degree, by keeping an up-to-date Graduate Course Record and by checking frequently with the advisory committee and with the Graduate College. Responsibility for errors in enrollment or in interpretation of the regulations of the Graduate College rests entirely with the student.

Candidates are expected to meet the requirements in force during the year of graduation, but due consideration will be given the fact that a student may have been admitted and may have planned his work when other requirements were in force.

Any change in intention should be cleared with the Graduate College Office so that records may be kept accurately. The student's major, minor (if any), degree for which he is a candidate or potential candidate, and thesis adviser or major professor should be kept up to date on his record at all times. Graduate Course Records for the student's use in keeping his own record may be obtained in the Graduate Office.

GENERAL REQUIREMENTS FOR THE MASTER'S DEGREE

Graduate Courses

Courses offering graduate credit are numbered from 400 to 499 when they are open to advanced undergraduates and to graduate students; and they are numbered 500 to 599 when they are open to students only. (Courses numbered below 400 do not carry graduate credit.)

Credit Requirements

Forty-eight quarter hours of acceptable graduate credits are required for the master's degree, of which a minimum of 24 quarter hours must be on the 500 level.

Residence Requirement

A minimum of 30 quarter hours of residence credits is required for the master's degree.

Time Limit

It is necessary for the student to complete requirements for the degree within a six-year period; only work taken during the last six years prior to graduation will be counted toward the degree.

Major and Minor Requirements

Ordinarily, a graduate student is expected to select both a major and a minor field. However, in some cases students may be approved by their advisory committee and by the dean of the Graduate College to concentrate their efforts in one particular area or field of study.

The major usually consists of a minimum of 30 quarter hours in the area of special concentration; however, some departments require as much as 40 quarter hours for the major, in which case no minor is required.

The minor consists of a minimum of 15 quarter hours.

Grades

Grades are recorded by the letters A, B, C, D, and E. An average of "B" in all graduate courses taken is required for the master's degree. No course with a grade below "C" will be counted toward the degree.

Thesis

Each candidate for the master's degree shall write a thesis, which may be counted for not more than 9 nor fewer than 5 quarter hours credit; carry out a special project; or take specific courses on the graduate level, as may be recommended by his advisory committee and approved by the dean of the Graduate College. (See Graduate Bulletin for complete information concerning the requirement of thesis.)

Examinations

Each candidate for a degree must pass a final examination covering all work he has completed, including the thesis. This examination may be written or oral, or both, as determined by the student's advisory committee.

The committee for the final oral examination is appointed by the dean of the Graduate College and shall consist at least of four members of the graduate faculty. The examination shall be from one to two hours' duration.

Deadlines

Failure to meet the established deadline for a requirement will mean a postponement of graduation. The student should establish the date of his graduation, after a consultation with his committee, and should prepare a specific calendar according to the following deadline dates:

1. The Graduate Aptitude Test is to be taken the first term in which the student is enrolled as an on-campus student.
2. Any general or departmental foreign language requirement is to be met at least three months prior to graduation.
3. The thesis subject is to be approved by the chairman of the advisory committee two terms (20 weeks) before the date of graduation and is to be filed by the student in the Graduate Office.

4. The student is to supply a copy of his thesis to each member of his advisory committee at least two weeks before the final oral examination.
5. The final checkup and application for graduation are to be made at least two months prior to the graduation date, with the Graduate Office and with the Office of the Registrar.
6. The final oral examination for the master's degree must be taken at least two weeks before the graduation date.

THE GRADUATE BULLETIN

For more detailed or specific information concerning the graduate program, write directly to the dean of the Graduate College. A copy of the most recent edition of the Graduate Bulletin will be sent upon request.

GRADUATE-LEVEL INTERNSHIP PROGRAM FOR TEACHERS, SUPERVISORS, OR ADMINISTRATORS

The Southern Illinois University graduate-level teacher, supervisor, or administrator internship program is designed to meet the needs of those graduate students who desire to obtain practical experience in a public school while working on the master's degree in education. Graduate students may enroll either in a teaching, supervising, or administrative program, majoring either on the secondary or elementary level.

The necessary application for admission to this program may be secured from the Director of Teacher Training and should be filed with him at the earliest possible date. Interns will be accepted in order of applications received and approved. Professional courses selected by the intern to meet the 32 quarter hours of class work must be approved, prior to enrollment, by the Director of Teacher Training.

	Quarter Hours
1. Summer Classes at S. I. U.	12
2. Regular nine-month school year: during this period, the intern will be under the direct supervision of a campus consultant, working out of the office of the Director of Teacher Training.	
1) Field study (in lieu of thesis)	4
2) Two Saturday or evening classes	8
3) One-half time of assigned admin- istrative, teaching, or supervisory duties assigned by the public school and the college consultant according to the graduate plan elected by the intern. (Salary of \$150 per month to be paid by the school.)	
4) One-half time devoted to a "practicum" assigned by the consultant.	12
	24
3. Summer classes at S. I. U.	<u>12</u>
	48

Only upon the approval of the dean of the Graduate College and the Director of Teacher Training can the sequential order of the internship program be altered.

Further information regarding internship may be found in the pamphlet, Program on Graduate Internship, which may be secured by writing to the office of the Director of Teacher Training, College of Education.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

All courses listed in the summer session schedule carry regular university credit. A total of 192 quarter hours of credit is required for the degree. At least 64 hours must be in subjects numbered 300 and above, of which 48 hours must be made in residence. An over-all average of "C" is required, with grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. The following is a list of requirements which should be fulfilled within the first two years of attendance:

Social Studies--20 quarter hours (work in 4 departments required)

Economics, 5 hours

Geography, 5 hours

Government, 5 hours

History, 5 hours

Sociology, 5 hours

Humanities--18 quarter hours

English 101, 102, 103--9 hours

English 205, 206, 209, 211, 212--6 hours

Art 120 or Music 100-3 hours

NOTE: The student is also advised to complete the foreign language requirement for the bachelor's degree within the first two years.

Biological Sciences--9 quarter hours

Health Education 202--4 hours

Botany 101, 202, or Zoology 101, 105--5 hours
from this group.

Mathematics and Physical Sciences--12 quarter hours

Chemistry, Mathematics, Physics, (the 12 hours to be selected from two departments)

Practical Arts and Crafts--3 quarter hours

Agriculture, Business, Home Economics, Industrial Education (not required if the student has had any of this work in high school)

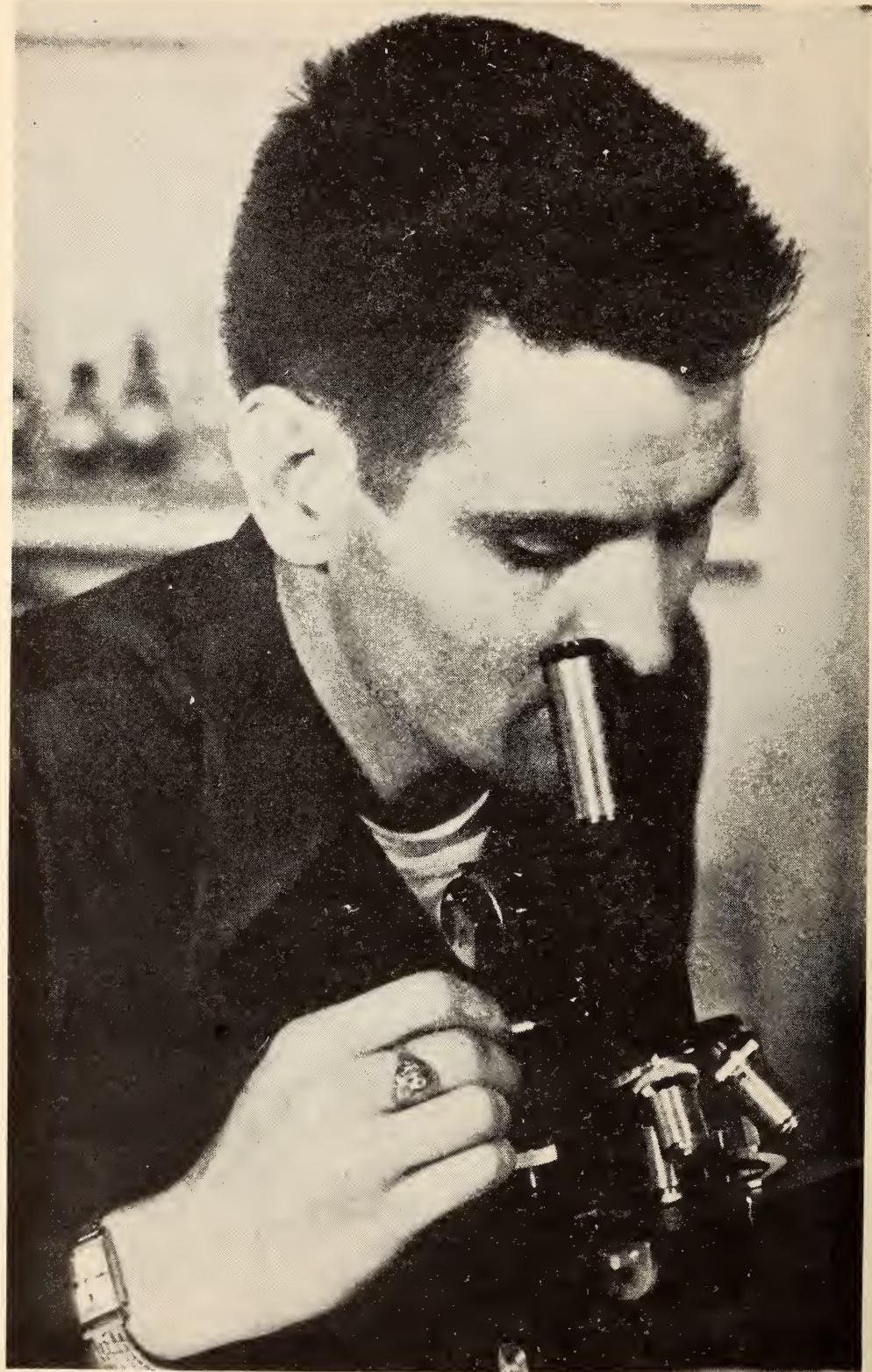
Physical Education--6 quarter hours

Students who transfer in the junior or senior years may substitute senior college courses in most departments for the freshman-sophomore courses listed above.

Ordinarily, students preparing to teach should register in the College of Education. Other students should register in the college in which their field is listed below. Requirements for a Bachelor of Music Degree are somewhat less than those listed above. Music majors should consult the chairman of the Music Department.

Departments of the University, Naming Colleges in which Undergraduate Programs Are Offered

Department offering the Major Field of	The Department is in the College of	The Department Offers Programs in the College of		
		Liberal Arts and Sciences	Education	Vocations and Professions
Agriculture.....	V.&P.		x	x
Art.....	V.&P.	*	x	x
Botany.....	V.&P.	x	x	
Business Administration.....	V.&P.		x	x
Chemistry.....	L.A.&S.	x	x	
Education.....	Education		x	
Economics.....	V.&P.	*	x	x
English.....	L.A.&S.	x	x	
Foreign Languages.....	L.A.&S.	x	x	
Geography & Geology.....	L.A.&S.	x	x	
Government.....	L.A.&S.	x	x	
Guidance.....	Education		x	
Health Education.....	Education		x	
History.....	L.A.&S.	x	x	
Home Economics	V.&P.		x	x
Industrial Education.....	V.&P.		x	x
Journalism.....	V.&P.		x	x
Mathematics.....	L.A.&S.	x	x	
Microbiology.....	L.A.&S.	x		
Music.....	V.&P.	*	x	x
Phys.Ed.Men.....	Education		x	
Phys.Ed.Women.....	Education		x	
Philosophy.....	L.A.&S.	x		
Physiology.....	L.A.&S.	x	x	
Physics.....	L.A.&S.	x	x	
Sociology.....	L.A.&S.	x	x	
Special Ed.....	Education		x	
Speech.....	V.&P.	*	x	x
Zoology.....	L.A.&S.	x	x	
* A non-professional major only				
PRE-PROFESSIONAL PROGRAMS				
Pre-Dentistry Program.....		x		x
Pre-Engineering Program.....		x		x
Pre-Forestry Program.....		x		x
Pre-Law Program.....		x		x
Pre-Medical Technology.....		x		x
Pre-Medicine Program.....		x		
Pre-Nursing Program.....		x		x
Pre-Pharmacy.....		x		
Pre-Veterinary Program.....		x		



COLLEGE OF EDUCATION

The College of Education is for men and women who are already members of the teaching profession, and for young people who intend to enter the field of teaching, of educational administration, or of some related field. Its aim is to provide a fully-rounded program of pre-service and in-service instruction and study. Its undergraduate and graduate curricula are intended to prepare students for teaching in the rural and elementary fields, high school, and college, and for positions as school administrators, supervisors, and supervising teachers. Opportunity for in-service growth is provided, through the Extension Division, on a graduate or an undergraduate basis, and also on a credit or a non-credit basis.

The courses of study in the College of Education lead to the degree of Bachelor of Science in Education. All students preparing to teach, irrespective of the departments in which they are majoring, should enroll in the College of Education.

DEGREE REQUIREMENTS IN COLLEGE OF EDUCATION FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION Secondary Education

State Minimum Requirements (Statutes or Examining Board Regulations)	SIU Requirements Based upon, or in Addition to, State Minimum Requirements
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Qr. Hrs.

Oral and Written Expression	12	Eng. 101, 102, 103; plus 300 or 391, and Speech*; plus 6 hrs. selected from Eng. 205, 206, 209, 211, 212
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Electives in Professional Ed. to bring total in Ed. to	24	Guid. & Sp. Ed. 305 or 345
Total Hours for Certification	180	Total hours for degree: 192
Student must have one major and one minor in separate fields, or must have three minors.		Major of 48 hrs. and minor of 24 hrs.; or a major of 36 hrs. and two minors of 24 hrs., one of which must be different from the major field.**
		Reading knowledge of a foreign language is required unless the student's major is in Ag., Art, Bus. Ad., Econ., Govt., Guid.& Sp.Ed., Home Ec., Ind. Ed., Journ., Mus., Men's P. E., Physics, Soc., Speech, or Social Studies (field major).

**Additional regulations

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at Southern.

The student is held responsible for all requirements pertaining to prerequisites to student teaching and should study the section in the annual bulletin which lists such requirements.

The student, to graduate, must have a "C" average in his major field and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

A "field major" may require more than 48 hrs., and if a "field minor" is credited, two minors must be carried.

Natural Science	9	5 hrs. selected from Bot. 101, 202, or Zoo. 101, 105; plus 12 hrs. selected from two of these three fields: Physics, Math., Chem.
Social Science	9	10 hrs. selected from two of these three fields: Geog., Econ., Sociology.
American History		Hist. 201 or 202
American Government		Govt. 101, 231, or 300
Humanities	9	Art 120 or Mus. 100; plus Eng. listed above
Health and Physical Education	4.5	Health Ed. 202; plus 6 hrs. of Phys. Ed.
Additional Work in above Fields	9	9 hours selected from academic fields. In addition to foregoing academic requirements, student must take 3 hrs. in Ag., Business, Home Ec., or Ind. Ed., unless these were taken in high school
Adolescent Growth or Ed. Psy.	3	Guid. & Sp. Ed. 205
Principles or Phil. of Ed.	3	Ed. 310

* See Page 50, pt. 8 and 9, of Annual Bulletin, 1950-51

Materials and Methods (Secondary)	3	Ed. 315
American Public Education	3	Ed. 331
Student Teaching (Secondary)	7.5	12 hrs. of student teaching (Secondary)



Elementary Education

State Minimum Requirements (Statutes or Examining Board Regulations)	SIU Requirements Based upon, or in Addition to State Minimum Requirements.*
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Qr. Hrs.

General Psychology	4.5	Guid. & Sp. Ed. 205
Ed. Psy., Child Psy.,		
Human Growth and		
Develop.	3	Guid. & Sp. Ed. 305 or 306
Methods and		
Curriculum (Elem.)	3	Ed. 314
Reading in the		
Elem. School	4	Ed. 337
Phil. of Education	3	Ed. 355
Student Teaching		
(Elem.)	7.5	Student Teaching, 12 hrs. (8 must be Elementary)
American Public Ed.	3	Ed. 331
Language Arts	24	Eng. 101, 102, 103; plus 6 hrs. selected from Eng. 205, 206, 209, 211, 212; plus 9 hrs. elective in Language Arts.
Natural Science	24	5 hrs. selected from Bot. 101, 131, 202, or Zoo. 101, 105; plus 4 hrs. Chem. or Physics; plus 15 hrs. elective in Natural Sciences.
Mathematics	7.5	8 hrs. Math. (4 hrs. must be in Methods.)
Social Science (must include Am. Hist. and Am. Govt.)	24	Hist. 201 or 202; Govt. 101, 231, or 300; plus 5 hrs. in Geog.; plus 5 hrs. in Econ. or Sociol.

Fine and Applied Arts	18	Art 120 or Mus. 100; plus 15 hrs. elective in this field.
Health and Physical Education (must include 3 hrs. of materials and methods)	7.5	Health Ed. 202; plus 6 hrs. in physical education; plus 3 hrs. in Materials and Methods of Teaching Phys. Ed.
Total Number Hours Required for Certification	180	Total Number Hours for Degree; 192, with a "field minor" of 24 hrs. in each of these fields: Social Studies, Natural Science, Language Arts.*

*Additional Regulations:

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at SIU.

The student is held responsible for all requirements pertaining to prerequisites to Student Teaching and should study the section in the annual catalog which lists such requirements.

The student, to graduate, must have a "C" average in his major field (Elementary Education) and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

The student must have a "field minor" of at least 24 quarter hours in each of these three fields: language arts, natural science, social science.

STUDENT TEACHING AND OBSERVATION

Supervised student-teaching is conducted at Southern in the University School, and at times in cooperating schools both in and near Carbondale. Opportunities are provided for student teachers to observe, participate, and teach in actual classroom situations under the guidance of competent instructors.

The College of Education requires twelve to sixteen quarter hours of student teaching for the degree Bachelor of Science in Education. Usually, eight hours are assigned in the student's major field and the remaining hours in a minor field. The student majoring in elementary education usually carries the full twelve hours at one grade level.

Application for student teaching for the summer session should be made not later than March 1. Application blanks may be secured by writing to the Office of the Director of Teacher Training, College of Education.

Rules regarding student teaching may be found on page 49 if of the 1950-51 annual catalog.

Opportunities for student teaching in the University School will be available at three levels this summer: secondary, elementary, and kindergarten.

COLLEGE OF LIBERAL ARTS AND SCIENCES ENTRANCE REQUIREMENTS

Graduates of any recognized four-year high school or academy, with fifteen units of secondary work, are eligible for admission.



DEGREE GRANTED

The College of Liberal Arts and Sciences grants the degree of Bachelor of Arts.

REQUIREMENTS FOR GRADUATION

To graduate, a student must:

1. Meet the general requirements of the University listed on pages 20 and 21
2. Complete 4 hours in psychology or philosophy.
3. Develop a reading knowledge of a foreign language. This ordinarily requires 9 hours of university study or its equivalent.
4. Complete a minor of at least 24 hours.
5. Acquire a major of at least 42 hours in one of the following subjects (some departments require more):

Botany	Government	Physics
Chemistry	History	Physiology
English	Mathematics	Sociology
Foreign Language	Microbiology	Zoology
Geography and Geology	Philosophy	

Students in the College of Liberal Arts and Sciences may also major in art, economics, music, or speech, if they do not undertake professional concentration in these fields.

THE COLLEGE OF VOCATIONS AND PROFESSIONS

The general admission requirements stated on page 12 and the general degree requirements stated on pages 20 and 21 of the catalog govern the College of Vocations and Professions.

This College grants the degree of Bachelor of Science and the degree of Bachelor of Music.

The College offers majors and minors in each of the following fields:

Agriculture	Industrial Education
Art	Journalism
Business	Music
Economics	Speech
Home Economics	

The curricula in the College of Vocations and Professions are designed to develop competence for particular occupations and professions. While a student may choose his field of specialization late in his college career without incurring much loss of time in completing the work for the degree, it is desirable to make the choice early.

In addition to meeting the needs of students seeking a University degree, the College of Vocations and Professions desires to make its facilities available to anyone who has the ability to carry the work successfully, regardless of previous credit or school attendance. For a student interested in specialized competence rather than in a university degree, individualized groupings of courses suited to that student's special needs will be worked out by the department chairman. Such a student should confer with the department chairman before the registration date, so that his case can be given ample consideration.

COURSE OFFERINGS FOR SUMMER

This schedule is subject to change. Be sure to check the final schedule of classes before you register.

The University reserves the right to cancel any course or section for which there is not a sufficient number of registrants.

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
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Agriculture

305-4	Soil Conservation		8:55	MTWTF	Fehrman
320-4	Adv. Poultry Production		7:30	MTWTF	Reed
334-4	Preservation & Processing of Agric. Prod.		10:20	MTWTF	Tucker

Art

105-3	Drawing		8:55, 10:20	T T	Farnham
120-3	Art Appreciation		10:20	M W F	Shryock
125-3	Lettering & Layout		7:30, 8:55	M W F	Knaus
135, 6, 7-3	Pottery		8:55, 10:20	T T	Watkins
216-4	Adv. Design (Silk Screen)		7:30-11:35	T T	Ervin
217-4	Adv. Design (Three dimensional)		10:20, 11:45	M W F	Ervin
220-4	Water Color Painting		7:30-8:55	M W F	Shryock
275-5	Advertising Art		7:30-8:55, 1:10	M W F	Knaus
250, 1, 2-4	Oil Painting		8:55, 10:20	M W F	Farnham
260-4	Beginning Sculpture		8:55, 10:20	M W F	Watkins
*300-4	Art Education		1 8:55 10:20, 11:45	M W T T	McMillan
*300-4	Art Education		2 8:55 10:20	MTWT T T	McMillan
346-3	Contemporary Art		7:30	M W F	Watkins
350-4	Advanced Studio	To be arranged			Farnham, McMillan, Shryock
375-5	Adv. Advertising Art		7:30, 8:55, 1:10	M W F	Knaus

*Art Educ. classes are limited to 20 persons in each section.

Botany

101-5	General Botany	1	7:30	M W F	Sanders
			8:55	MTWTF	Kaplan
101-5	General Botany	2	10:20	M W F	Sanders
			11:45	MTWTF	Kaplan
101-5	General Botany	3	10:20	T TF	Sanders
			11:45	MTWTF	Kaplan
131-5	Field Biology	7:30, 8:55		TWTF	Marberry
302-5	The Bryophytes & Pteridophytes		7:30	T TF	Kaeiser
			8:55	MTWTF	
403-5	Advanced Taxonomy	10:20, 11:45		MTWTF	Voigt
425-5	Adv. Plant Physiology I		10:20	MTWTF	Welch
			11:45	M W F	

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
Business Administration					

102-3	Typewriting I		7:30	MT TF	DuFrain
105-4	Shorthand I		8:55	MT TF	DuFrain
170-4	Introd. to Business		1:10	MT TF	Hoffman
216-4	Shorthand IV		10:20	MTW F	Rahe
253-4	Accounting (Elem.)		8:55	MTWT	Ogden
271-4	Business English		2:35	MTW F	Rahe
305-4	Teaching Business Subjects		1:10	MTW F	Rahe
210-3	Office Machines		10:20	MT TF	DuFrain
337-4	Salesmanship		11:45	MT TF	Hoffman
355-3	Government Accounting		7:30	MTWT	Ogden
372-4	Business Law II		8:55	MTWT	Scott
375-4	Personnel Management		1:10	MT TF	Morrison
479-4	Problems in Bus. & Econ.		7:30	MTWT	Rehn

Chemistry

101-4	General Chemistry	1	7:30	M T	Scott
			8:55	M WTF	
101-4	General Chemistry	2	7:30	T F	Koontz
			8:55	MT TF	
101-4	General Chemistry	3	10:20	M T	Hadley
			11:45	MT TF	
113-5	Inorg. & Qual. Analysis		10:20	MTWTF	Koontz
			11:45	M W F	
232-4	Volumetric Analysis		7:30	M W	Neckers
			8:55	MTW F	
365-5	Pre-Med. Physical		7:30	MTWTF	Van Lente
			8:55	T T	
452-4	Biochemistry		10:20	T T	Scott
			11:45	MTWT	

Economics

200-3	Econ. Princ. & Problems		7:30	M W F	Morrison
205-5	Survey of Econ. Prin. (For non-majors)		8:55	MTWTF	Kohler
317-3	Econ. History of U.S. (I)		10:20	M W F	Morrison
355-3	The Econ. of Consumption		11:45	M W F	Kohler
416-4	Money & Banking (II)		10:20	MT TF	Scott

Education

310-4	Prin. of Secondary Educ.	1	7:30	MT TF	Warren
310-4	Prin. of Secondary Educ.	2	8:55	M WTF	Warren
314-4	Elem. School Methods		8:55	MTW F	Randolph
315-4	High School Methods	1	8:55	MTWT	Fligor

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
315-4	High School Methods	2	10:20	M W TF	Fligor
316-4	Kind-Prim. Meth.& Curr.		7:30	MTW F	Mott
317-4	Audio-Visual Meth. in Educ.		7:30	M W TF	Ingli
331-4	Am. Public Education	1	7:30	MTWT	Teel
331-4	Am. Public Education	2	8:55	TWTF	Teel
331-4	Am. Public Education	3	10:20	MT TF	Bach
331-4	Am. Public Education	4	11:45	TWTF	Bach
337-4	Elem. School Reading		10:20	MTW F	Ragsdale
352-4	School Library Organ. & Mang.		10:20	TWTF	
355-4	Philosophy of Education		8:55	MTW F	Plochmann
356-4	Library as Inform. Center		11:45	MT TF	
424-4	School Administration		8:55	MT TF	Dykhouse
460-4	Curriculum		1:10	MTW F	Fishback
470-4	Extraclass Activities		10:20	MTWT	Neal
500-4	Grad. Seminar in Research		1:10	MT TF	Stout
533-4	School Buildings		8:55	M W TF	Merwin
534-4	School Finance		7:30	MTWT	Merwin
540-4	Teach. the Social Studies		7:30	MTWT	Randolph
550-4	Core Curriculum in Second. Schools		8:55	TWTF	Malone
556-4	School Supervision		11:45	MTWT	Fishback
561-4	Curriculum Adjustment		10:20	TWTF	Dykhouse
562-4	Child Dev. Through Home & Sch.		10:20	MTW F	Stout
563-4	Curriculum of the Elem. Sch.		11:45	M W TF	Malone

English

101-3	Freshman Rhetoric	1	10:20	MT T	Rainbow
101-3	Freshman Rhetoric	2	11:45	M WT	Travis
101B-3	Freshman Rhetoric	3	1:10	MTWTF	Smith
102-3	Freshman Rhetoric	1	8:55	M WT	Camp
102-3	Freshman Rhetoric	2	1:10	MT T	Krappe
103-3	Freshman Rhetoric	1	7:30	M WT	Neely
103-3	Freshman Rhetoric	2	10:20	M WT	Benziger
205-3	Introduction to Poetry	1	7:30	M WT	Lingle
205-3	Introduction to Poetry	2	11:45	TW F	Rainbow
206-3	Introduction to Drama		10:20	TW F	Winn
209-3	Introd. to World Literature	1	8:55	M WT	Coleman
209-3	Introd. to World Literature	2	1:10	M W F	Camp
211-3	Introd. to Fiction		10:20	M WT	Mitchell
212-3	Introd. to Mod. Literature	1	11:45	MT T	Faner
212-3	Introd. to Mod. Literature	2	1:10	M WT	Winn
300-3	Advanced Grammar		10:20	M WT	Krappe
302-3	English Lit. to 1550		7:30	TW F	Rainbow
316-3	Eng. Literature, 1550-1750		8:55	TW F	Krappe
317-3	Eng. Literature, 1750-1900		11:45	M W F	Coleman
318-4	American Literature		7:30	MT TF	Faner
319-5	Eng. Literature, 1550-1900		8:55	MTWTF	Simeone
320-4	Romantic Poetry		10:20	MT TF	Camp
321-4	Victorian Poetry		7:30	MT TF	Benziger
*342-4	Semantics		8:55	MT TF	Lingle
354-4	18th Century Novel		8:55	MT TF	Barbour
365-4	Shakespeare (Comedies & Histories)		11:45	MT TF	Neely

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
379-4	Comp. Lit., Renaissance-1900		11:45	MT TF	Benziger
391-3	Usage in English	1	10:20	TW F	Travis
391-3	Usage in English	2	11:45	TW F	Lingle
391-3	Usage in English	3	1:10	MT T	Mitchell
405-4	American Poetry		10:20	MT TF	Faner
515-4	Dr. Johnson & His Circle		7:30	MT TF	Coleman
520-4	Romantic Movement		8:55	MT TF	Winn
580-4	Traditional Themes in Lit.		11:45	MT TF	Simeone

*English 301 (Semantics) is not a prerequisite to this course.

Foreign Languages

101-3	Beginning French		7:30	M W F	Peacock
102-3	Beginning French		8:55	M W F	Peacock
103-3	Beginning French		10:20	M W F	Peacock
510-4	French Lit., 1850-1900		11:45	MT TF	Peacock

101-3	Beginning German		7:30	M W F	Hartwig
102-3	Beginning German		8:55	M W F	Hartwig
103-3	Beginning German		10:20	M W F	Barry
303-4	German Novelle: 19th Cent.		10:20	MT TF	Hartwig
591-2	Seminar on Kant		11:45	T T	Hartwig

227-4	Orations of Cicero		11:45	MT TF	Barry
301-4	Cicero's Letters		8:55	MT TF	Barry

101-3	Beginning Spanish		7:30	M W F	Davis
102-3	Beginning Spanish		8:55	M W F	Davis
103-3	Beginning Spanish		11:45	M W F	Davis
530-3	Latin American Poetry		10:20	MT T	Davis

Geography

100-5	Global Geography	1	8:55	MTWTF	Harper
100-5	Global Geography	2	10:20	MTWTF	Krause
101-5	Physical Geography		7:30	MTWTF	Price
210-4	Economic Geography		8:55	MT TF	Krause
211-5	Econ. Geog. for Bus. Students		10:20	MTWTF	Beimfohr
311-4	Geography of Soils		7:30	MT TF	Beimfohr
318-4	Geography of Asia		10:20	MT TF	Price
324-4	Cons. & Rest. of Nat. Resources		11:45	MT TF	Cunningham
409-4	Trade Centers & Trade Routes		11:45	MT TF	Harper
511-4	Philosophy of Geography		7:30	MT TF	Cunningham

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
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Government

101-5	Prob. of Am. Democ. I		7:30	MTWTF	Morton
231-5	American Government I		10:20	MTWTF	Klingberg
232-5	American Government II		11:45	MTWTF	McGrath
300-5	Am. National Government		8:55	MTWTF	Winter —
330-2	Illinois Government		8:55	M T	Alexander
360-5	Public Administration		7:30	MTWTF	Turner
420-3	Pressure Groups and Politics		1:10	M TF	Alexander
436-3	Government and Labor		11:45	MT T	Turner
466-3	State Gov. and Adm.		8:55	TW F	McGrath
497-4	Administrative Law		11:45	MT TF	Winter
505-3	Seminar in Political Parties		1:10	M W F	Klingberg
515-3	Comparative Constitutions		10:20	M W F	Morton
522-3	Readings in Government	To be arranged			Alexander

Guidance And Special Education

205-4	Introd. to Educ. Psych.	1	10:20	MT TF	
205-4	Introd. to Educ. Psych.	2	1:10	M WTF	
305-4	Adv. Educ. Psych.		1:10	MT TF	Phelps
306-4	Child Psy. & Development		11:45	MTW F	
345-4	Psych. of Adolescence		8:55	MT TF	Farr
410-4	Educ. of Mentally Retarded		10:20	MTWT	Hiskey
413-4	Org., Adm., & Super. of Spec. Classes		8:55	MTW F	
415-4	Educ. of Deaf and Hard of Hearing		10:20	M WTF	Anderson
418-4	Workshop in Spec. Education		7:30	MT TF	
421-4	Tests and Meas. (Secondary)		7:30	MTW F	Fitzpatrick
422-4	Tests and Meas. (Elementary)		7:30	MTWT	Thalman
445-4	Mental Hygiene		8:55	MT TF	Phelps
520-4	Adv. Educ. Statistics		11:45	MTW F	Fitzpatrick
523-4	Meas. of Interests and Apt.		7:30	MTWT	Stewart
528-4	Therapeutic Treatment		8:55	MTWT	Thalman
536-4	Tech. of Ed. Meas.		7:30	MTWT	Hiskey
541-4	Occup. Inform. & Guidance		1:10	MTWT	
542-4	Tech. of Counseling		11:45	MTWT	Stewart
545-4	Problems in Guidance		10:20	MTWT	
575-4	Practicum—Clinical	By arrangement			
576-4	Practicum—Guidance	By arrangement			

Health Education

202-4	Health Education		8:55	MTW F	Phillips
210-4	Home Nursing		8:55, 10:20	M W	Denny
232-2	Beginning First Aid		7:30	T T	Bridges
302-2	Driver Education & Training		8:55	M W	Bridges

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
306-4	Introduction to Health Educ.		8:55	MTW F	Boatman
312-4	Emotional Health		7:30	MTW F	Denny
313-4	Health & Safety		10:20	MTW F	Bridges
350-4	Health Educ. Methods & Materials Applicable to Pub. Schools		10:20	MTW F	Phillips
200-2	Communicable Diseases		8:55-10:20	T T	Denny

History

101-3	Survey of World Civil.		7:30	M W F	Pardee
102-3	Survey of World Civil.		8:55	MT T	Pardee
201-5	U.S. History to 1865	1	10:20	MTWTF	Wright
201-5	U.S. History to 1865	2	1:10	MTWTF	Wright
202-5	U.S. History since 1865		7:30	MTWTF	Baxter
304-3	Hist. of the Anc. Near East		10:20	MT T	Pardee
330-3	U.S. History 1789-1865		1:10	MT T	Pitkin
352-5	Hispanic American History		8:55	MTWTF	Baxter
370-5	The Far East to 1912		11:45	MTWTF	Kennedy
372-5	History of Russia		2:35	MTWTF	Kennedy
416-3	Protestant Reformation		7:30	M W F	Caldwell
420-3	The French Revolution		8:55	M W F	Caldwell
450-3	The World Since 1914		11:45	MT T	Pitkin
452-3	Hist. Research & Thesis writ.		1:10	MT T	Briggs
453-3	New Viewpoints in Amer. Hist.		10:20	MT T	Briggs
460-3	Hist. of U.S. in World War II		2:35	MT T	Pitkin
505-3	Seminar in Contemp. Europe		11:45	M W F	Caldwell
510-3	Readings in U.S. History	To be arranged			Briggs
511,12,13	Masters Thesis	To be arranged			Staff

Home Economics

127-4	Clothing Selection & Const.	1:10, 2:35	MTW F	Staff
128-0	Clothing Construction	(Short course. See page 5)		
141-2	Art in the Home	(Short course. See page 6)		
216-4	Upholstering	(Short course. See page 6)		
227-3	Marriage & Family Relations	8:55	M W F	Quigley
316-4	Food Preservation	(Short course. See page 6)		
326-4	Home Furnishings	1:10, 2:35	MTW F	Staff
331-3	Home Management Lecture	2:35	M W F	Staff
332,333-4	Home Management Res.	To be arranged		Staff
341-4	Consumer Problems	10:20	MT TF	Quigley
354-3	School Lunchroom Mang.	10:20, 11:45	M W	Staff
360-4	Adv. Clothing Const.	7:30, 8:55	MT TF	Staff
371-6	Field Experience	To be arranged		Dean

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
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Industrial Education

101-4	Mechanical Drawing I	1	7:30,8:55	MTW F	English
101-4	Mechanical Drawing I	2	6 pm	T T	
112,114-4	Bench Woodwork, Turning Wood	1	1:10,2:35	MTW F	Allen
112-4	Bench Woodwork	2	6 pm	M W	
120-4	Leatherwork & Plastics		7:30,8:55	MTW F	Gunderson
121-4	Art Metal		10:20,11:45	MTW F	Kohler
122-4	Machine Shop I	1	6 pm	M W	
122-4	Machine Shop I	2	6 pm	T T	
145-4	Electrical Construction		10:20,11:45	MTW F	Benson
205,305-4	Mech. Drawing II & III		10:20,11:45	MTW F	English
212.313-4	Machine Woodwork; Furniture Constr. & Cabinet Making		7:30,8:55	MTW F	Allen
216,316,317-4	Furn. Re-Uphol.& Refin.I,II,III		7:30,8:55	MTW F	Bicknell, Kinsey
216-4	Furn.Re-Uphol.& Refin. 8 for Home Ec.		(Short course. See page 6)		
222-4	Machine Shop II		1:10,2:35	MTW F	Benson
303-4	Const.Activity Methods		1:10,2:35	MTW F	Gunderson
306-4	Industrial Arts Design		1:10,2:35	MTW F	Kohler
322-4	Machine Shop III		10:20,11:45	MTW F	Schroeder
325,326,327-4	Adv.Voc.Machine Shop		7:30,8:55	MTW F	Schroeder
494-4	Org.& Adm. of Ind.Ed.		8:55	MTW F	Bicknell
580-4	Research in Ind.Educ.		11:45	MTW F	Bicknell

Journalism

200-4	Principles of Journalism I		8:55	MT TF	Grubb
304-3	School Publications		11:45	M W F	Grubb

Mathematics

106a-4	General Mathematics I	1	8:55	MTW F	
106a-4	General Mathematics I	2	11:45	M WTF	
107a-4	General Mathematics II		1:10	TWTF	
111-5	College Algebra		10:20	MTWTF	
113-5	Analytic Geometry		11:45	MTWTF	
120-4	Elementary Statistics		7:30	MT TF	
210-4	Teaching Elem. Math.		1:10	MT TF	
313-4	Solid Analytic Geometry		7:30	M WTF	
320-3	Adv. College Algebra		10:20	M W F	
452-3	Adv. Calculus I		10:20	M W F	
460-4	Modern Geometry		1:10	TWTF	

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
505-2	Topics in Mathematics (First four weeks only)		8:55	MT TF	
506-2	Topics in Mathematics (Second four weeks only)		8:55	MT TF	
535-4	Algebraic Plane Curves		7:30	MTW F	
599	Thesis				

Microbiology

301-6	General Bacteriology	7:30—11:35	M W F	Mather
511,512,513	Research	Hours and credit to be arranged		Mather Lindegren

Music

0-0	Fundamentals of Music (pre-req. for all non-music students taking Music 300 or/and 303)		7:30	M W F
100-3	Music Understanding	1	7:30	M W F
100-3	Music Understanding	2	8:55	M W F
**105-4	Theory of Music		7:30	MTWTF
**106-4	Theory of Music		8:55	MTWTF
**107-4	Theory of Music		10:20	MTWTF
*150-1	Class Strings		To be arranged	
*160-1	Class Wood-wind		To be arrnaged	
*170-1	Class Piano	1	11:45	M OR Th
*170-1	Class Piano	2	11:45	Tu or F
*170-1	Class Piano	3	1:10	M or Th
*170-1	Class Piano	4	1:10	Tu or F
*180-1	Class Brass			
*190-1	Class Voice	1	8:55	M or Th
*190-1	Class Voice	2	1:10	M or Th
*190-1	Class Voice	3	11:45	Tu or F
*190-1	Class Voice	4	1:10	Tu or F
300-3	Materials, Methods		7:30	M W F
303-3	Materials, Methods		10:20	M W F
305V-3	Vocal Problems and Methods		10:20	M W F
307-4	Recreational Music		11:45	MTWT
309,310-4	Orchestration		8:55	MTWT
311-2	Orchestration		11:45	TT
337-3	Music History		11:45	M W F
341-3	Music Literature		10:20	M W F
-½	Chorus		7pm	TT
	Madrigals		8:15pm	TT
-½	Band		7pm	M W

*Advanced classes arranged by instructor if needed.

**Class will be given only if at least 4 students are enrolled.

Private instruction in piano, violin, viola, cello, wood-winds, brasses, and percussion for music majors only.

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
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Philosophy

355-4	Philosophy of Educ.		8:55	MT TF	Plochmann
321-4	Elementary Logic		7:30	MT TF	Plochmann

Physical Education For Men

145-2	Freshman Required Course		8:55	MTWTF	Holder
204-1	Elementary Swimming		3-5	M WT	
205-1	Advanced Swimming		3-5	M WT	
210-2	Basketball Techniques		1:10	MTWT	Holder
240-1	Golf Techniques		10:20	T T	Holder
303-5	Kinesiology		10:20	MTWTF	Lingle
330-3	Basketball Theory		11:45	M W F	Holder
355-2	Assisting Tech. in P.E. To be arranged				Franklin
356-5	Track & Field Theory & Tech.		7:30	MTWTF	Lingle
358-3	Football Theory		7:30	M W F	Martin
372-4	Baseball Theory & Tech.		11:45	MTWT	Martin
			1:10	T T	
380-4	Org. & Adm. of Interscholastic Athletics		10:20	MTWT	Martin
390-8	Camping Workshop (Giant City State Park)				Franklin, Freeberg Staff
	Intramurals		4 days per week		

Physical Education For Women

204-1	Swimming		3:00	MT T	
205-1	Swimming		3:00	MT T	
207-1	Amer. Square Dances & Mixers		7:30	M W	
214-1	Archery		10:20	M W	Davies
216-1	Tennis		8:55	T T	
222-1	Golf	1	8:55	M W	
222-1	Golf	2	11:45	T T	
304-2	Tech. of Teach. Soccer & Volleyball		7:30	T T	
319-4	Teach. Elem. School Group Activ.	11:45		MTWT	
319-4	Teach. Elem. School Group Activ.	1:10		MTWT	
348-4	Camp & Community Leadership	10:20		MTWT	
349-2	to 6 Camping Education (short course, see page 4)				
352-2	History of P.E. (1st four weeks)	8:55		MTWT	Davies
354-2	Princ. of P.E. (Last four weeks)	8:55		MTWT	Davies

Physics and Astronomy

101-4	Survey (Mech., Wave Motion)	1	7:30	M WTF	Arvin
			8:55	WT	
101-4	Survey (Mech., Wave Motion)	2	10:20	M WTF	Zimmerschied
			11:45	WT	

No. & Cr.	Course Title	Sec.	Hour	Days	Instructor
102-4	Survey (Elect., Heat)		1:10 2:35	MTWT WT	Lucke
106-5	General (Mech.)		7:30 8:55	MT MTWTF	Young
107-5	General (Elect.)		10:20 11:45	MT MTSTF	Arvin
108-5	General (Heat, Light)		1:10 2:35	MTWTF MT	Rigney
301-5	Adv. Mech.		8:55	MTWTF	Zimmerschied
312-5	Radio		10:20	MTWTF	Lucke
314-5	Modern Physics		11:45	MTWTF	Young
405-5	Electronics		8:55	MTWTF	Rigney
420, 421-2 to 5	Special Projects	To be arranged			Arvin
592 Thesis		Hours and credit to be arranged			Young

Astronomy

201-4	Introduction to Astronomy	7:30	MTW F	Rigney
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Physiology

209-5	Introd. to Physiology	7:30 8:55	MTWTF TT	Kaplan
450-4	Spec. Prob. in Adv. Physiology	To be arranged		Kaplan
590-4 to 6	Meth. & Prob. in Res.	To be arranged		Kaplan

Religious Education

325-3	Teachings of Jesus	8:55	TW F	Johnson
331-3	Religious Educ. of Children	10:20	TW F	Hall

Sociology

101-5	Introductory Sociology	1	7:30	MTWTF	McCrary
101-5	Introductory Sociology	2	11:45	MTWTF	Petroff
202-5	Applied Sociology		8:55	MTWTF	Petroff
300-4	Prin. of Sociology		2:35	MTWT	Harlan
310-4	The Family		7:30	MTWT	Johnson
316-4	Sociology of Rural Life		1:10	MTWT	McCrary
320-3	Race & Minority Group Relations	10:20	M W F	McCrary	
355-4	Social Psychology	11:45	MTWT	Johnson	
375-4	Com. Organizations	8:55	MTWT	Harlan	
401-3	Soc. of Infancy & Childhood	11:45	M W F	Harlan	
565-4	Seminar in Soc. Psychology	8:55	MTWT	Johnson	

No. & Cr.	Course Title	Sec..	Hour	Days	Instructor
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Speech

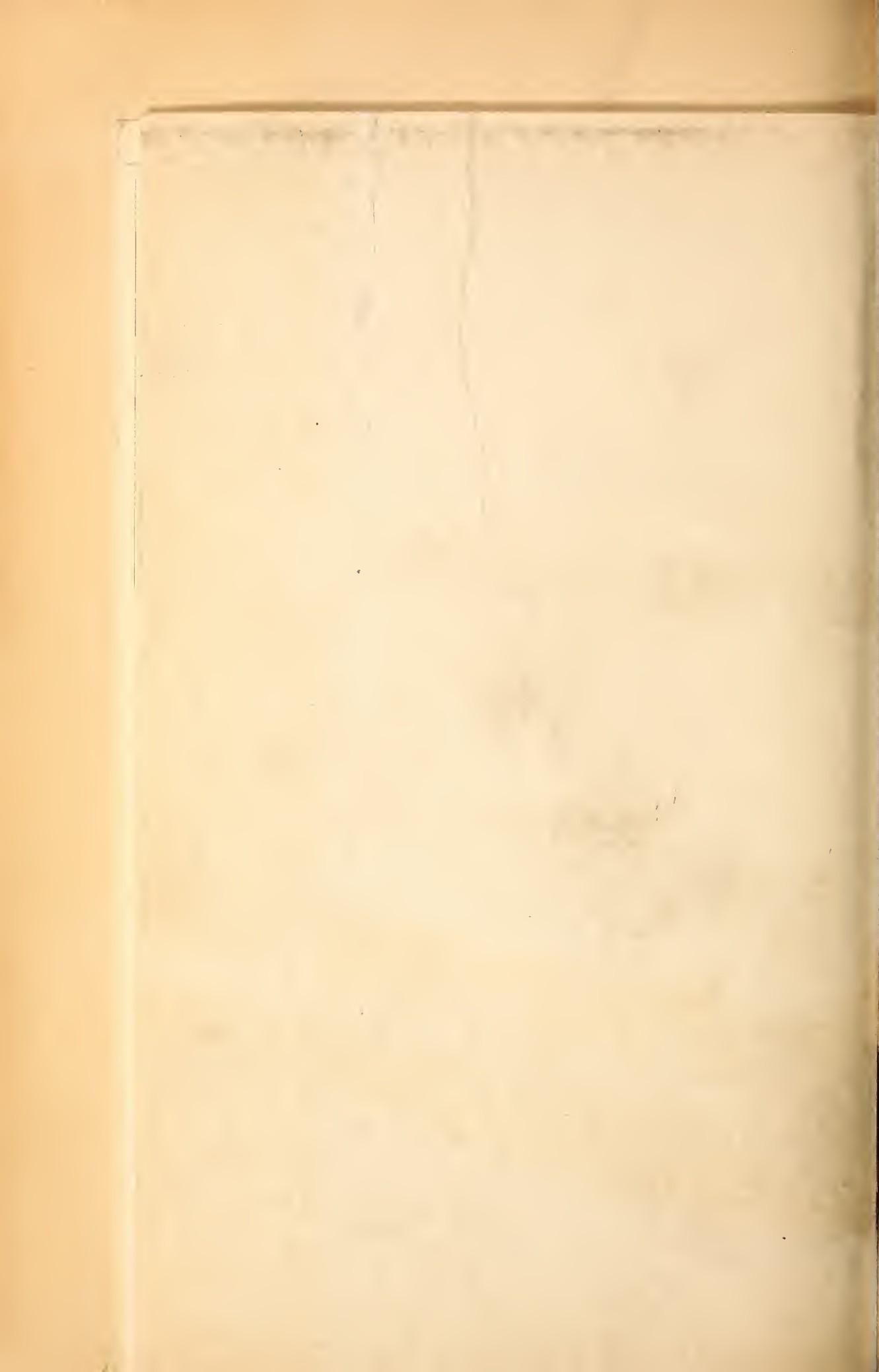
101-4	Prin. of Speech	1	8:55	M WTF	Hunsinger
101-4	Prin. of Speech	2	10:20	MT TF	Croft
101-4	Prin. of Speech	3	1:10	MTW F	Voss
102-4	Public Speaking		8:55	MTWT	Talley
103-4	Reading Aloud		10:20	M WTF	Hunsinger
107-3	Radio Speaking		10:20	MT T	Robbins
202-3	Pin . of Discussion		11:45	MT TF	Croft
206-2	Stagecraft I		2:35	MTW F	Voss
208	Dramatic Activities		2:35	MTW F	McLeod
212-4	Speech Correction.		11:45	MTW F	Garbutt
214-2	Stagecraft II		2:35	MTW F	Voss
302-4	Play Production		1:10	MTW F	McLeod
308	Dramatic Activities		2:35	MTW F	McLeod
317-2	Radio Workshop		1:10	MT TF	Robbins
405-4	Speech Correction IV		Arranged		Garbutt

Zoology

101-5	Gen. Vertebrate Zoology	1	7:30	MTWTF	Klimstra
101-5	Gen. Vertebrate Zoology	2	8:55	M W F	
101-5	Gen. Vertebrate Zoology		10:20	MTWTF	Foote
105-5	Gen. Invertebrate Zoology		11:55	T TF	
200-5	Comparative Anatomy		10:20	MTWTF	Freeman
210-4	Ornithology		11:45	M W F	
300-5	Embryology		7:30	MTWTF	Foote
335-5	Field Zoology		8:55	T TF	
461-4	Mammalogy		6:00	MTW F	Stein
500-5	Parasitology		7:30-8:55	T F	
565-5	Adv. Fisheries Manag.		7:30	M W F	Gersbacher
			8:55	MTWTF	
			10:20	MTWTF	Stein
			11:45	T TF	
			10:20	MTW F	Klimstra
			11:45	M W	
			7:30	T TF	Freeman
			8:55	MTWTF	
			1:10	MTWTF	Lewis
			2:35	MT T	

SOUTHERN ILLINOIS UNIVERSITY ADMINISTRATION

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A N N O U N C E M E N T S F O R

1951 • 1952



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Southern Illinois University

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CONTINUATIONS DIVISION

Continuation

B U L L E T I N

S O U T H E R N
I L L I N O I S U N I V E R S I T Y

Volume 45 • Carbondale, Illinois • July 1951 • Number 3

**Announcements for
1951 - 1952**

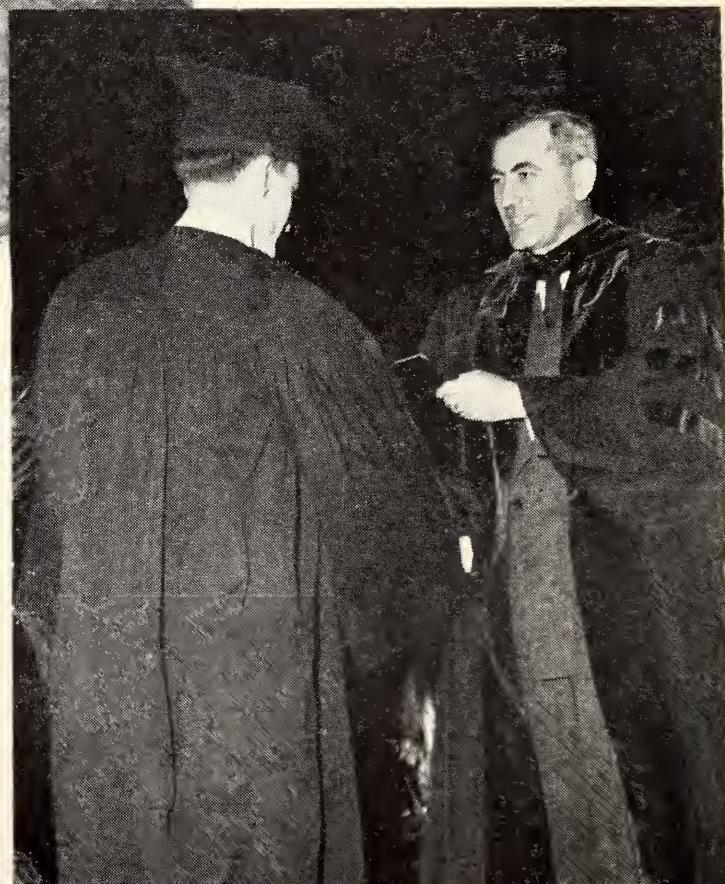
Undergraduate and Graduate Courses

**Published Quarterly with the Approval of the
Publication Committee of the University**

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the Act of August 24, 1912.

Printed by authority of the State of Illinois







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SOUTHERN ILLINOIS

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State of Illinois

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Mrs. Alice DiGiovanna, Administrative Assistant to the Board

UNIVERSITY

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College of Education Douglas E. Lawson, Dean

College of Liberal Arts and Sciences T. W. Abbott, Dean

College of Vocations and Professions H. J. Rehn, Dean

Division of Extension Raymond H. Dey, Director

Vocational-Technical Institute Ernest J. Simon, Director

UNIVERSITY CALENDAR

1951 - 1952

SUMMER SESSION	1951
Registration	Monday • June 11
Independence Day Holiday	Wednesday • July 4
Final Examinations	Thursday-Friday • August 2-3
Commencement	Friday • August 3
•	•
FALL QUARTER	1951
•	•
Freshman Week	Thursday-Saturday • Sept. 6-8
Registration	Monday-Tuesday • Sept. 10-11
Thanksgiving Recess	Thursday-Friday • Nov. 22-23
Final Examinations	Tuesday-Saturday • Nov. 27-Dec. 1
•	•
WINTER QUARTER	1951-52
•	•
Registration	Monday • Dec. 3
Christmas Recess Begins	Tuesday, 10:00 p.m. • Dec. 18
Instruction Resumed	Wednesday, 8:00 a.m. • Jan. 2
Final Examinations	Tuesday-Saturday • March 4-8
•	•
SPRING QUARTER	1952
•	•
Registration	Monday • March 17
Good Friday Holiday	Friday • April 11
Honors Day Assembly	Thursday • May 15
Memorial Day Holiday	Friday • May 30
Final Examinations	Monday-Thursday • June 2-5
Close of Spring Quarter	Saturday • June 7
•	•
SUMMER SESSION	1952
•	•
Registration	Monday • June 9
Independence Day Holiday	Friday • July 4
Final Examinations	Thursday-Friday • July 31-Aug. 1
Commencement	Friday • August 1

HOECOMING, Saturday-Sunday, October 27-28

YEARLY CALENDARS

1951

JANUARY							FEBRUARY							MARCH							APRIL									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
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7	8	9	10	11	12	13	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24			
14	15	16	17	18	19	20	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
21	22	23	24	25	26	27	18	19	20	21	22	23	24	19	20	21	22	23	24	25	26	27	28	29	30	31				
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1952

JANUARY							FEBRUARY							MARCH							APRIL										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
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MAY							JUNE							JULY							AUGUST										
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER										
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18	19	20	21	22	23	24	18	19	20	21	22	23	24	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
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SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER										
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21	22	23	24	25	26	27	19	20	21	22	23	24	25	19	20	21	22	23	24	25	26	27	28	29	30	31					
28	29	30	31				26	27	28	29	30	31		26	27	28	29	30	31		28	29	30	31							

C1085

GENERAL ADMINISTRATIVE OFFICES

office of the president

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President

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Administrative Assistant
to the President

John S. Rendleman, J.D.
Acting Legal Counsel

Lois H. Nelson, B.S. in Ed.
Secretary to the President

Minnie Mae Pitkin, M.S.
Assistant in Personnel

Norman G. Bittermann, M.S.
Field Representative
(On Military Leave)

Lyle Jones
Field Representative

Charles D. Butler, B.S.
Assistant

Patricia McSherry, B.A.
Assistant

registrar's office

Marjorie Shank, A.M.
Registrar

Sue J. Eberhart, B.S. in Ed.
Assistant Registrar

Norma T. Melton, B.S. in Ed.
Recorder

June Todd, B.S. in Ed.
Admissions Officer

business office

Edward V. Miles, Jr., A.M.
Business Manager

Robert L. Gallegly, A.M.
Assistant to the Business Manager

Cornelia L. Beach, B.Ed.
Purchasing Agent

Bruce W. Benedict, B.S.
Chief Accountant

Warren E. Buffum, B.A.
Auditor

• Jane W. Crichton, B. Ed.
Assistant in Personnel

• Lucile H. Etherton
Bursar

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physical plant office

William A. Howe, M.S.
Director

William M. Marberry, A.M.
Assistant to the Director

Charles E. Waddy, B.S.
Assistant

S O U T H E R N I L L I N O I S U N I V E R S I T Y

General information

.....

Location and Campus

History

Southern Illinois University Foundation

Academic Standing

University Publications



Location and Campus

Southern Illinois University is located in Carbondale, in Jackson County. The city is a railroad center and is easily accessible from all directions. The region is noted for its large peach and apple orchards, which in blossom time attract many tourists. Giant City, a state park, is a popular resort to the south of Carbondale, and Crab Orchard Lake, with swimming, boating, and fishing facilities, lies nearby to the east.

The University campus, located at the southern edge of Carbondale, is at present undergoing extensive expansion. It now comprises more than 500 acres, and more tracts of land are to be added. The following large permanent buildings form the nucleus of the University's physical plant:

Old Main	1886	Gymnasium	1925
Old Science	1896	Parkinson Laboratory..	1928
Wheeler Library	1903	McAndrew Stadium....	1938
Allyn Building	1908	Power Plant	1949
Anthony Hall	1913	Service Shops	1951
Shryock Auditorium ...	1916	University School	1951

The newest of these, the University School, is being opened during the current academic year. Other permanent structures should become available in the immediate future.

Until additional space is available, the University is making use of several dozen small temporary buildings. Some of these are converted residences; others were built originally as army barracks and have been transported to the campus for badly needed office, classroom, dormitory, and storage space. They will be given up as permanent space becomes available.

History

Southern Illinois University was established in 1869 as Southern Illinois Normal University. The shortened name became official in 1947 by action of the state legislature.

In 1874, the first building on the campus was completed, built by state-appropriated funds and contributions from citizens of Jackson County. In the fall of that year, the first regular academic year for the school, 150 students were enrolled. The student population has increased steadily to over 3000 at present.

For some years after its establishment, Southern operated as a two-year normal school. In 1907, it became a four-year, degree-granting institution, though continuing its two-year course until 1936. In 1943, after a vigorous campaign led by President Roscoe Pulliam, the state legislature changed the institution, which had been in theory exclusively a teacher-training school, into a university, thereby taking official recognition of the great demand in the area for diversified training.

The action of the legislature led to establishing Colleges of Education, Liberal Arts and Sciences, and Vocations and Professions, offering the degree of Bachelor of Science in Education, Bachelor of Arts, and Bachelor of Science. In 1947, the Bachelor of Music degree was approved, and in 1951 the Bachelor of Music Education. The Graduate College, approved in 1943, at first granted only the Master of Science in Education degree. In 1948, it was authorized to grant also the degrees of Master of Arts and Master of Science.

The presidents of the University have been

Robert Allyn	1874-1892
John Hull	1892-1893
Harvey W. Everest.....	1893-1897
Daniel B. Parkinson....	1897-1913
Henry W. Shryock	1913-1935
Roscoe Pulliam	1935-1944
Chester F. Lay.....	1945-1948
Delyte W. Morris	1948-

Southern Illinois University Foundation

The Southern Illinois University Foundation is a non-profit corporation chartered by the state and authorized by the Board of Trustees to receive gifts for the benefit of the University, to buy and sell property, and otherwise to serve the University.

It respectfully asks alumni and other citizens of Southern Illinois to consider making gifts and bequests to benefit the University. Such gifts should be conveyed to the Foundation, with proper stipulation as to their uses. The Foundation, through its officers and members, will be glad to confer with intending donors regarding suitable clauses to insert in wills, and suitable forms for gifts and memorials. Large or small gifts to the library will be appreciated; likewise, gifts for special equipment, buildings, endowment of professorships in particular subjects, gifts to student loan funds and scholarship funds, gifts for the use of foreign students, and endowments for particular sorts of research. Any gifts or bequests can be given suitable memorial names.

The present officers of the Foundation are

President, Mr. Glenn Brown, Carbondale, Illinois

Vice-President, Mr. John L. East, Chicago, Illinois

Executive Secretary, Mrs. Lois H. Nelson, Southern Illinois University

Treasurer, Mr. Edward V. Miles, Jr., Southern Illinois University

Academic Standing

Southern is accredited by the Commission on Colleges and Universities of the North Central Association in Group IV (as a University), the American Associations of Colleges for Teacher Education, the Association of American Colleges, and the National Association of Schools of Music.

Women graduates of Southern Illinois University are eligible for membership in the American Association of University Women. Graduate women students enrolled in this University who hold a degree from this institution or an approved degree from another school will be welcomed as members of the Carbondale Branch of A. A. U. W.

University Publications

Publications issued by Southern Illinois University include regular session, summer session, and Graduate College catalogs; *The Annual Report of the Business Manager*; *The Registrar's Report*; *Our Museum*; *The Southern Alumnus*, quarterly, published for alumni; and special bulletins issued by different departments and branches of the University.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

Student life

• • • • • • • • • • • • • • • • • • •

*Student Personnel Services
Student Employment
Housing of Students
University Health Service
Awards, Benefits, and Loans
Activities*



STUDENT PERSONNEL SERVICES

I. Clark Davis, M.S., Dean of Men
Robert F. Etheridge, M.S. in Ed., Assistant to the Dean
Thomas D. Evans, M.S. in Ed., Assistant
Alice Aleen Brennan, B.S. in Ed., Assistant
Helen A. Shuman, A.M., Dean of Women*
Leah Farr, M.A., Acting Dean of Women
Claudine Janes, M.S. in Ed., Assistant
Loretta Keough Ott, B.S. in Ed., Assistant

The services of the offices of the Dean of Women and the Dean of Men are available to all students and are designed to assist the individual to develop his interests and abilities to the fullest extent.

Staff members are available at all times for counseling with students on any problems which may arise, especially in the personal, vocational, and educational areas.

Problems of class attendance, unsatisfactory work reports, interpretation of orientation test scores, student employment, loans to students, student discipline, individual and group testing, and student personnel records are a few of the matters with which these offices are concerned.

Group counseling is carried out by the two offices in order to develop student participation in activity organizations.

"How To Study" and reading techniques classes are presented by the staff of the personnel offices.

The orientation program for new students is under the direction of the personnel deans. All new students are required to attend this program, which is designed to give entering Southern students an opportunity to adjust themselves to their new environment by providing basic information about the campus, the academic program, and the role of the individual as a University student.

The educational counseling program, which provides each student with an individual adviser, is coordinated by these offices in cooperation with the Deans of the Colleges and with the faculty.

Student Employment

Alice P. Rector, M.S. in Ed.

The Student Employment Service, in the office of the Dean of Men, assists both men and women students to earn part of their expenses. Since it is impossible to guarantee work to every applicant, prospective students who expect to earn part of their expenses, and who do not have definite appointments to positions before coming to college, should have means of support for at least one term. Students who expect to earn a large part of their expenses should plan to carry a reduced academic load. Two types of work are available—state and private:

(a) State employment on a part-time basis is provided for a number of students in the following fields: clerical, typing, and stenographic; library, laboratory, and museum; research and survey; agricultural and gardening; janitorial, maintenance, and repair; police and security.

Students so employed are paid according to an established schedule, in which rates are based upon off-campus experiences as well as upon the number of years of satisfactory service to the University.

(b) Private employment is sometimes secured by the students themselves, but requests for student help often come to the campus. These calls are continuous throughout the year and usually require immediate placement.

*Deceased, April 26, 1951.

Requests for application forms should be made to the Dean of Men. Each applicant is urged to call for an interview, to learn about employment possibilities.

For information as to assistantships for graduate students, see page 54, or write to the Dean of the Graduate College.

Housing of Students

Mabel Pulliam, Director of Housing Service

Maxine Vogely, A.M., Director of Anthony Hall

Edna Spires Travis, M.S. in Ed., Assistant Director of Anthony Hall

Ernest R. Wolfe, Supervisor, Veterans Housing Projects

Virgil Spruell, Jr., B.S., Assistant (On Military Leave)

Unmarried Students

Living accommodations for men and women at Southern Illinois University are as follows: one girls dormitory, three sororities, five fraternities, numerous organized houses, and many homes in Carbondale. Women not living in homes with their parents or with relatives are required to live in homes approved by the University. Men are urged to live only in approved homes. Unmarried students may live only in supervised apartments. All persons accepted as students at Southern Illinois University are subject to the housing rules and social rules approved by the University Student Life Committee and to all other University regulations.

Students may not move from approved houses within the term without the consent of the housing office.

The signing of a written agreement which clearly defines the terms on which rooms are rented is strongly urged. The University furnishes written agreements to all approved homes.

Renting by mail has been found to be unsatisfactory. All students and their parents are urged to see the rooms before engaging them.

Lists of room vacancies in approved homes for both men and women may be secured from the housing office. All requests for housing information should be addressed to the Director of Housing Service.

Anthony Hall

Anthony Hall, the dormitory for women, is conveniently located on the south side of the campus. It was built in 1913 and named by the Carbondale Women's Club in honor of Susan B. Anthony. The hall has accommodations for 120 women. The rooms are attractively furnished, and each has hot and cold water. All linens and one blanket are provided, but students are expected to supply curtains, bedspreads, and extra blankets. Meals are planned by a trained dietitian.

The cost of room and board at Anthony Hall is \$12.00 a week. The University reserves the right to raise the rate, should it become necessary. A student whose application is accepted is required to pay a reservation fee of \$5.00. Checks should be made payable to the University. No reservation fees are accepted until a definite reservation can be made for the student, as this fee cannot be refunded under any circumstances. The fee is applied on the first week's room and board. Applications for rooms should be sent to the Director of Anthony Hall.

Living Accommodations for Married Students

Every effort is made to help married couples secure living accommodations. One hundred five housing units have been constructed on the campus and are available to married veterans only. Ninety-five more units are available at Crab Orchard plant project, ten miles east of Carbondale. Applications for quarters in either project should be sent to the Supervisor of the Veterans Housing Projects. Requests for living accommodations in Carbondale should be sent to the Director of Housing Service.

Cost Per Week

	Men	Women
Rooms in approved homes (double rooms)	\$ 3.00-\$ 4.00	\$ 3.00-\$ 4.00
Board and room in approved homes (approximate price)	12.00- 14.00	12.00- 14.00
Board at University Cafeteria and Canteen and at Carbondale restaurants.....	12.00- 15.00	12.00- 15.00
Room and board in Anthony Hall.....		12.00
Apartments in Carbondale.....		10.00-20.00

University Health Service

R. W. Bradshaw, M.D., Director and University Physician
 Anthony J. Raso, M.D., Associate Physician
 Faculty Assistant, Edna Bradley, R.N.
 Faculty Assistant, Helen Thomas Goetz, R.N.
 Faculty Assistant, Mary Goss, R.N.
 Faculty Assistant, Naomi H. Manering, R.N. (On Leave)
 Faculty Assistant, Margaret Miller, R.N.
 Faculty Assistant, Ruth Wells Rushing, R.N.
 Faculty Assistant, Alice M. Sheahan, R.N.
 Faculty Assistant, Mildred Weiss, R.N.

The University Health Service consists of a full-time staff of physicians and registered graduate nurses, plus student and clerical personnel.

The major functions of the Health Service are in the fields of treatment, preventive medicine, and communicable-disease control, and in the teaching of a modern approach to the problems of medical treatment as they apply from young adulthood onward.

To insure the above, the Health Service is well equipped to care for the minor types of illness which allow the student to remain ambulatory and in school. All these minor illnesses are treated at the Health Service. At the discretion of the University physician, an illness or injury which appears to require specialized treatment, equipment, or hospitalization is referred to a qualified local physician, or if feasible to the student's family physician.

Hospitalization and medical care are available to any student charged a Student Activity Fee. The benefits under this system have been found to be entirely adequate in most circumstances.

A physical examination is given each student who registers at the University. To this is added a complete health record, including prior medical history, results of additional physical examination, and information concerning health during residence at the University.

Upon registering, each student is given a Student Health Service Bulletin which provides detailed information.

Awards, Benefits, and Loans

State Scholarships are awarded each year through the office of the State Superintendent of Public Instruction. Graduates of recognized high schools who are in the highest third of their graduating classes are certified by their principals to county superintendents, who transmit these names to the Superintendent of Public Instruction, who may award scholarships to the highest ranking graduates who signify their intentions to prepare to teach in the Illinois public schools. Each of these scholarships is valued up to \$80 annually, or \$320 for four years. This covers the student's tuition, activity, and other fees, but does not include laboratory supplies and materials used. Holders of these scholarships must apply for admission to the University not later than August 15 of the year in which the scholarship is awarded. If a scholarship holder does not register for the next regular term following receipt of the scholarship, or if he withdraws from the University, he forfeits his scholarship, unless he receives a leave

of absence, not to exceed two years, because of illness, or in order to earn money to defray his university expenses. A forfeited scholarship may be given to the next highest ranking student as shown on the list submitted to the Superintendent of Public Instruction.

The *Illinois Educational Benefit Act* provides academic fees, board, room, book rental, and supplies for children, in the State of Illinois, of veterans of World War I or II who were killed in action, or who died from other causes in World War I or World War II. The maximum allowance is \$150 a year. Orphans of Soldiers, Sailors, and Marines who are not less than sixteen or more than twenty-two years of age are eligible to receive these benefits. Application should be made to the Director of the Department of Registration and Education, Springfield, Illinois.

For information as to Military Scholarships and rehabilitation, see page 27.

Vocational Rehabilitation—Under the State Board for Vocational Education is a division for the vocational rehabilitation and placement in remunerative employment of persons whose capacity to earn a living is or has been impaired. This includes those with physical handicaps of various kinds. Approved students receive all registration and tuition fees, book rental, and school supplies for nine months a year.

Persons who wish to consult with a representative are welcome to call at the Carbondale Field Office, located at 205½ East Main Street, phone, Carbondale 324. The services of this office are available to returning service men and women. Students from other parts of the state now receiving training through the State of Illinois Division of Vocational Rehabilitation may consult any representative of the Board.

The University Loan Fund. A maximum loan of \$35 is available to any student who has established a satisfactory record for at least one term. Application may be made at the office of the Dean of Women or the Dean of Men.

Loans for amounts not to exceed \$5.00 for short periods of time will be made to students by the Dean of Men. This loan fund (totaling \$150) is available for student emergencies of a minor nature.

A *Loan Fund* has been created by the *Carbondale Rotary Club* for the benefit of Southern Illinois University senior students who may be in urgent need of money for the completion of their university course. Loans are available in units of \$50 a term and are repayable without interest within five months after the applicant has secured gainful occupation. Selection of applicants is based upon financial need, character, scholastic standing, and qualities of leadership.

The *Carbondale Lions Club* makes available each year through its *Student Loan Fund* financial aid sufficient to pay the tuition of four male students for each term of the regular school year. These loans are made without interest for a period not exceeding one year. The recipient need not be a senior, but must signify his intention to secure employment not later than the September following the date of the loan. Application should be made to Dr. J. W. Neckers of the Chemistry Department.

25th District, Illinois Federation of Women's Clubs Student Loan Fund. Students at Southern Illinois University have the privilege of applying for a loan from this organization. Loans up to \$400.00 may be obtained, dependent upon need and merit. Any student is eligible to apply for benefits from this loan fund. There is no interest charged until after graduation, and the loan may be repaid in installments if necessary. Application forms may be secured at the office of the Personnel Deans.

The Elizabeth Martin Gift. The American Association of University Women has a loan fund of \$600, of which \$100 is called the Elizabeth Martin Gift to the A. A. U. W. Loan Fund. Money from this fund may be borrowed without interest the first year and after that at three per cent. Upperclassmen and graduate students have preference. Application should be made to Chairman of Loan Committee, Miss Charlotte Zimmerschied. Information concerning a loan may be obtained at any time at the office of the Dean of Women.

The June Vick Memorial Fund. Beta Xi chapter of Beta Sigma Phi Sorority founded the June Vick Memorial Fund to be operated for the benefit of girl students who desire to attend the University but who are unable to do so without financial assistance. The funds are used as tuition scholarships. Applicants for this loan should see the Dean of Women.

William and Mary Gersbacher Student Loan Fund. A memorial loan fund of \$500 has been established in honor of William and Mary Gersbacher. Loans may be obtained by the students in the same manner as are loans from the University Loan Fund.

Lucy K. Woody Student Loan Fund. A fund has been established by a committee to honor Miss Lucy K. Woody, Professor of Home Economics Emerita. This fund of \$350 is restricted to loans made to home economics students recommended by at least two members of the Home Economics department under such regulations as govern other student loan funds of the University.

William McAndrew Memorial Student Loan Fund. Friends and former students of the late William McAndrew, Athletic Director at Southern from 1913-1943, have established a fund in his honor. The loans made from this fund shall be restricted to students participating in athletics, recommended by the Director of Athletics, under such regulations as govern other student loan funds of the University.

Thelma Louise Kellogg Scholarships. The Southern Illinois University Foundation awards one or more scholarships from the funds given to the Foundation by the late Dr. Kellogg, who was a member of the English Department at Southern. The scholarships are restricted to English majors who are recommended by the English Department.

Parent-Teachers Scholarship Fund. The Illinois Congress of Parents and Teachers has provided a fund of \$200 to be known as the Congress Scholarship Fund and to be awarded to a sophomore, junior, or senior on the basis of scholastic standing, character, and financial need. A condition of the award is that the recipient must come from a high school which maintains an active Parent-Teacher Association recognized by the Congress. Application for this scholarship should be made to the Dean of Women or the Dean of Men.

The Fourth Object Scholarship Fund of District 216 Rotary International provides scholarships at Southern Illinois University for students from Latin America. The purpose of the fund is to promote international understanding and friendship in harmony with the Fourth Object of Rotary International. Those eligible for benefits from the fund are Latin-American students, who desire advanced study in any phase of education, and who are scholastically acceptable to Southern Illinois University, and approved by the Fund's Administrative Committee.

The Betty Rhodes Memorial Scholarship. The Alpha Delta Chapter of Delta Sigma Epsilon sorority and its alumnae established the Betty Rhodes Memorial Scholarship of \$30 in the fall of 1937. It is awarded annually to a sophomore non-sorority girl having qualities of personality, leadership, and high scholastic standing.

The Charles Neely Scholarship Award. The local chapter of the American Association of University Professors awards annually a prize of \$25 to a member of the junior class who has a high scholastic average.

The Illinois Beta Association of *Phi Beta Kappa* offers an annual prize of \$10 to the senior graduating with the highest scholastic standing from the College of Liberal Arts and Sciences.

The Janice Neckers Memorial Scholarship. The Alpha Nu chapter of the Sigma Sigma Sigma sorority established the Janice Neckers Memorial Scholarship of \$30 in the spring of 1947. It is awarded annually to a third-term, non-sorority girl who ranks in scholarship among the first ten of her class. The selection is to be based on character, personality, morals, and need. The sorority will make the final choice from among three girls recommended by the Scholarship Committee of the University.

Business and Professional Women's Club of Carbondale Scholarship. An award of \$100 is given annually to a freshman woman student at South-

ern Illinois University who has been graduated from one of the high schools in Carbondale. The award is based on merit and need.

B'nai Brith Federation Scholarship Exchange Fund. The B'nai Brith Federation awards a scholarship to a native of Israel who has attended an institution of higher learning in that country and who wishes to attend Southern Illinois University, or an American citizen who will attend an Israeli institution of higher learning. Neither race nor creed is to be a governing factor in making the selection. Each recipient of this scholarship shall receive up to \$2,000 per academic year as needed and as approved by the Scholarship Committee of Southern Illinois University.

A. A. U. W. Scholarship for Graduate Women. The American Association of University Women awards a scholarship of \$150 to a woman graduate of Southern who does graduate work at Southern Illinois University. Applications should be made by March 1951 to the A. A. U. W. Scholarship Committee, or to the Dean of Women's Office.

The W. W. Vandevere Scholarships. Mr. Vandevere, distinguished alumnus of Southern, has established a fund for scholarship awards. These will probably be available for Southern Illinois University students in September, 1952. Information concerning these scholarships may be secured from the Chairman, Scholarships and Loans Committee, Southern Illinois University, Carbondale, Illinois.

Dramatics and Speech

The Little Theatre offers to all students opportunities for practical experience in every phase of dramatic production: acting, stagecraft, costuming, lighting, publicity, and business. Under the supervision of two members of the Speech Department, who serve as director and technical director, the Little Theatre produces each year six three-act plays in Shryock Auditorium. Some of the plays produced in recent years have been *Juno and the Paycock*, *The Male Animal*, *Kiss and Tell*, *Born Yesterday*, *Jack and the Beanstalk*, and *The Emperor's New Clothes*. Students interested in dramatics may also take part in experimental productions in the laboratory theatre of the Speech Department, and in radio dramas produced by the department.

Members of the Little Theatre may win election to the local chapter of the National Collegiate Players, outstanding national dramatics fraternity. Southern's Chapter was organized in 1947.

Students making significant contributions to campus speech activities and representing the University in this field may be eligible for membership in the local chapter of Pi Kappa Delta, national forensic fraternity. Southern's Upsilon Chapter was organized in 1942.

Efforts throughout this area on behalf of better speech are also furthered by the Egypt Speech Festival, held each year, to which all high schools in Southern Illinois are invited. This festival includes events in poetry reading, serious and humorous readings, declamation, original oratory, extemporaneous speaking, group discussion, and debate.

Student Publications

Student publications include the *Egyptian*, a weekly newspaper conducted as a laboratory for students desiring to earn journalism credit, or as an extracurricular activity for those desiring to participate without earning credit; the *Obelisk*, the University yearbook; and the *Scarab*, a literary magazine, sponsored by Sigma Tau Delta, English fraternity. Editorships and staff memberships are open on trial to all students.

Each student who holds an activity ticket is entitled to a copy of the *Egyptian* each week, without charge, at the distribution point in the cross halls of Main building. In the spring, the *Obelisk* is distributed without charge to those students who were regularly enrolled for the three terms previous, or upon payment of \$1 for each term not attended.

Athletics

Glenn Martin, M.A., Director, Baseball Coach
Russell Lee Bush, M.P.E., Wrestling Coach (On Military Leave)
John D. Corn, B.S. in Ed., Assistant Coach; Intra-Mural Sports
William Freeberg, D.Rec., Tennis Coach
Lynn C. Holder, M.S. in Ed., Basketball and Golf Coach
Leland P. Lingle, M.A., Track and Cross Country Coach
William Edward O'Brien, M.S. in P.Ed., Assistant Coach (On Military Leave)
William H. Waller, M.S., Football Coach

The Athletic Department sponsors a fall program of intercollegiate football and cross country, a winter program of basketball, wrestling, and gymnastics, and a spring program of baseball, track, golf, and tennis. There is an intra-mural program which makes it possible for all students to enjoy taking part in some activity and to benefit from it.

The University is a member of the National Collegiate Athletic Association, the National Intercollegiate Association, and the Interstate Inter-collegiate Athletic Conference.

Student Self-Government

Each year the student body elects four members (two men and two women) from each class to serve on the Student Council. The Council is the official organization designated to represent the students in matters pertaining to student welfare, student activities, student participation in university affairs, student participation in university planning and administration, and student opinion. The council provides for the election of all student officials designated to manage or direct official student activities and the appointment of all student representatives in cases where student representation is provided for on university faculty committees.

Student Religious Life

The many churches of Carbondale take an active interest in the religious life of the students, encouraging them to affiliate with a congregation of their choice during their residence at the University, and offering special programs of religious activities keyed to the interests of student groups. Two religious foundations are in active operation near the campus. Their programs give opportunity for religious fellowship and sociability. Both groups hold daily chapel services. Also at these foundations, courses of study are offered for which the University accepts certain credits toward graduation.

The University sponsors each year a "Religious Emphasis Week", during which period visiting speakers discuss the personal, social, and cultural values of religion from a non-sectarian viewpoint.

Social Organizations

Other student organizations include national and local professional fraternities, religious groups, literary societies, student cooperative residential groups, social fraternities, departmental and special-interest clubs, and honorary organizations. General information about these groups is given in the handbook, *Southern Style*, which is available for all students. Specific information as to meetings, officers, and the like can be obtained from the Office of the Dean of Women.

Lectures, Entertainments, and Exhibits

Each year the Committee on Lectures and Entertainment brings outstanding personalities to the campus. Mary Garden, the retired singer and opera producer, was among those presented in 1950-51. The same commit-

tee cooperates with the Carbondale Community Concert Association. All students may attend the programs arranged by this group.

In 1950-51 programs were given by Morley and Gearhart, duo-pianists, Yfrah Neaman, violinist, James Pease, bass-baritone, Bidu Sayao, soprano, and the Dallas Symphony Orchestra.

Musical presentations by student organizations and individual students are offered to the public at various times throughout the year. Regular concerts are given by the Orchestra, the Band, the Choir, and the Madrigal Singers. Properly qualified students are presented from time to time in solo recitals.

In the Christmas season, a performance of Handel's oratorio, *The Messiah*, is given in Shryock Auditorium by the Southern Illinois Oratorio Society, made up of students and singers of Southern Illinois, guest soloists, and the University Symphony Orchestra.

From time to time the Art Department schedules a variety of exhibitions of painting and sculpture. Informal lectures and teas are given in the Little Gallery for the benefit of students, faculty members, and public.

Radio in the University

The University is equipped with complete and technically professional radio studios, in which a large number and variety of radio programs, from all departments of the University as well as from the Southern Illinois Community, are produced. These air shows, utilizing the talents of students, University staff members, and citizens of the area, are designed for both information and entertainment and are broadcast over about eight of the Southern Illinois area radio stations on regular schedules.

In charge of this radio activity is a full-time staff member with professional radio experience. Complete training is furnished in all aspects of radio: announcing, radio acting, writing, production and studio procedures, as well as technical phases. Every attempt is made to simulate actual professional station operational conditions. In order to participate in this radio work a student need not necessarily pursue courses in radio or in speech. Periodic auditions are held, and participants are welcomed from all departments of the University.

Air Force Reserve Officers Training Corps

*Major B. P. Vickery, Assistant Professor of Air Science and Tactics
William Winkelmeyer, M.S. in Ed., Assistant*

Beginning in September, 1951, the AF ROTC curriculum will be offered at Southern Illinois University. All physically-fit freshmen male students will be required to take Air Science I and Air Science II. Students will be selected for the advanced courses in Air Science III and Air Science IV. The Air-Science courses will be included in the students' total program.

The basic course in the AF ROTC curriculum provides the student with a thorough understanding of the armed forces of the United States and a complete study of the origin, development, and concepts of armed forces. It develops by precept and example the attributes of character, personality, leadership, and discipline, all of which are indispensable to every officer of the Air Force.

Additional information concerning the AF ROTC program at Southern may be secured by writing to the Dean of Men, Southern Illinois University, Carbondale, Illinois.

Veterans' Services

Services have been arranged to meet the special needs of students who are veterans, to assist them in filing claims, to advise them during training, and to help them obtain employment when the educational program has been completed.

The veteran should go to the office of the Dean of Men for information concerning his benefits under federal and state laws, and for necessary directions for securing these benefits, for entering the University, and for consulting persons who will be concerned with his progress thereafter. The other office concerned in these services is the Registrar's Office.

For information as to University credit for military experience see page 43.

Federal Assistance for Veterans of World War II

Any man or woman who was in active military or naval service after September 16, 1940, and prior to October 6, 1946, who served at least 90 days, and who was discharged other than dishonorably is eligible for educational benefits under the Serviceman's Readjustment Act (Public Law 346, "G.I. Bill") or the Vocational Rehabilitation Act (Public Law 16).

Tuition, fees, and specified equipment and supplies will be paid for by the U. S. Government through the Veterans Administration. In addition, \$75.00 a month will be paid for subsistence if the veteran has no dependents, \$105.00 a month if he has one dependent, and \$120.00 a month if he has two or more dependents.

Current publications give complete details of the training program under Public Law 346 and Public Law 16.

Disabled veterans may be eligible for training under Public Law 16. Application for training should be made to the nearest Veterans Administration Office. Veterans interested in attending college under Public Law 346 should also communicate with these offices.

State Aid and Services to Veterans

The Military Scholarship. Any person who served in the army, navy or marine corps of the United States, during World War I, not including members of the Students' Army Training Corps, or any time between September 16, 1940 and the termination of World War II, who, at the time of entering upon such service, was a resident of this state, who has been honorably discharged from such service, and who possesses all necessary entrance requirements shall, upon application and proper proof, be awarded a scholarship to the Illinois State Normal University, the Northern Illinois State Teachers College, the Eastern Illinois State College, the Western Illinois State College, or the Southern Illinois University or the University of Illinois. Such persons shall also be entitled, upon application and proper proof, to enroll in extension courses offered by these institutions, without payment of tuition fees.

Any person who so served and who, at the time of entering upon such service, was a student at one of these institutions, and who was honorably discharged from such service, shall, upon application and proper proof, be awarded a scholarship entitling him to complete his course of study at such institution, but shall not be entitled to more than four years of gratuitous instruction.

This amounts to \$80.00 a year, or a total of \$320.00.

The Governor's Committee for Veterans Rehabilitation and Employment. This Committee will assist any veteran but gives aid primarily to ex-service men and women with impaired health or with limited physical abilities. Such persons may receive at state expense vocational training and education, plus health restoration treatments and prosthetic appliances. After proper training, they are given employment assistance.



S O U T H E R N I L L I N O I S U N I V E R S I T Y

University services

Placements Service

Alumni Services

Information Service

Statistical Service

Photographic Service

Duplicating Service

Art Service

Architectural Service



Placement Service

Professor Willis G. Cisne, A.M. (Emeritus)
Roye R. Bryant, M.A., Director
Jane Tierney, A.B., Assistant
Nancy N. Yaxley, B.S., Assistant

The Placement Service is maintained for the benefit of students, graduates, and others who have attended the University, and who desire to find employment in the teaching field, in the professions, or in business. It also serves employers by helping them locate personnel.

The facilities of the Placement Service are free to candidates seeking positions, as well as to employers. Before graduation each student is requested to register with the Placement Service. Credentials are sent to prospective employers at the request of either the candidate or the employer.

The Placement Service is a member of the National Institutional Teacher Placement Association and also of the Teacher Placement Association of Illinois Colleges and Universities.

Inquiries should be addressed to the Director of the Placement Service.

Alumni Services

Wayne Mann, A.M., Director
Maxine Blackman, M.S. in Ed., Editor, Southern Alumnus
John Robert Odaniell, B.S. in Ed., Assistant
Harold Lee Patterson, B.S. in Ed., Assistant
Virginia Spiller, B.A., Assistant

The Alumni Association is the general organization of the graduates and former students of Southern Illinois University. Any person who has attended Southern for as much as one term is eligible for membership. Annual dues of the association are \$2.00, and life membership can be obtained for \$50.00, payable, if desired, in ten annual installments.

In addition to general association, there are local Alumni Clubs in Southern Illinois and throughout the country. These clubs serve as the nucleus for making sociological movies and assisting the building of better communities, and as organizations to further the interest of the University.

The Southern Alumnus is a quarterly magazine published for the paid-up members of the association, and the Southern Illinois University Newsletter is a monthly bulletin which is sent to all alumni. For information, address the Director of Alumni Services, Southern Illinois University.

Information Service

William H. Lyons, M.A., Director
John W. Mulkin, B.A., Assistant (On Military Leave)
Betty Jule Bowen, B.S., Assistant
William Plater, B.S., Assistant

The Information Service is the official news agency of the University. It was established to serve both the students and the University through the dissemination of news and items of general interest to newspapers and other publications. The primary purpose of the service is to keep the people of Illinois as fully informed of the activities of the University as possible, and to make known the outstanding achievements of the students and staff.

Included on its regular mailing list are approximately 30 daily and 180 weekly newspapers. In addition, all interesting stories of student activities are sent to the home-town newspapers of the students participating. That parents of students may be more fully informed on the University and its program, the Information Service prepares and distributes quarterly the *Parents Newsletter*. Other regular publications include the weekly *University Calendar* and the weekly *Faculty Newsletter*.

Statistical Service

Abraham Mark, Ph.D., Director
Francis E. Hyzdu, Assistant
Earl Murray, B.S. in Ed., Assistant

Among the various offices of the University serving both on-campus and off-campus groups is the University Statistical Service.

The Statistical Service is concerned with the compilation of data about Southern Illinois and about the various programs and activities of its University. To facilitate this work, the Statistical Service maintains a tabulating office equipped with punched-card machines.

The tabulating office also acts as a service unit for those offices on the campus which can make use of punched-card equipment. Most of the work being done at present is for the Office of the Registrar and the Business Office, which are mechanizing their record keeping as rapidly as possible.

Photographic Service

C. William Horrell, M.S., Director
Phyllis J. Alverson, B.A., Assistant
Walter D. Craig, Assistant
Byrl L. Sims, B.S., Assistant (On Military Leave)

The Photographic Service, which is located in the Journalism building at Thompson and Harwood, is equipped and staffed to serve virtually every photographic need on the campus. Its services are available to all University departments and to student activities such as the *Obelisk* and *Egyptian*. The scope of these activities covers news and publicity photography; teaching aids such as slides, photocopying, film strips, photomicrography, and microfilms; exhibits and murals; and identification photos, portraits, and color photography for special uses. A continuing project of photographing Southern Illinois points of historical interest is underway. Facilities of the laboratories are available to University courses in photography, and to non-credit night courses.

The Duplicating Service

Harves C. Rahe, Ph.D., Supervisor
Ellen M. McCullough, B.S. in Ed., Assistant
Earl Eugene Parkhill, B.S. in Ed., Assistant

In addition to the printing that is done off-campus, the University needs such duplicated matter as classroom materials, office forms, letterheads, form letters, registration schedules, summer bulletins, the University Directory, and the like. The Duplicating Service, staffed by two full-time civil service people, two faculty assistants, and eight part-time student helpers, does mimeographing, offset printing, and a very limited amount of letterpress printing. With the aid of special typewriters, it is possible to produce copy with margins equalized and with a variety of different type faces.

Art Service

G. Sanderson Knaus, Director

The Art Service has two chief functions. First, it provides advice to various student groups and to faculty officers and agencies concerning the art work for their publications, posters, and other graphic materials. Secondly, it serves as a laboratory for students who are interested in commercial art and provides them with opportunities to engage in practical work in that field.

Architectural Service

Charles M. Pulley, B.S., Director

Willard C. Hart, B.S., Construction Supervisor

John F. H. Lonergan, B.A., Landscape Architect

William W. Kelly, Jr., Draftsman

The Architectural Service is concerned with the design and construction of University buildings and with the landscaping of the campus. The members of the staff are available to advise and instruct students and others interested in architecture and architectural problems.



S O U T H E R N I L L I N O I S U N I V E R S I T Y

Instructional services

Audio-Visual Aids Service
University Libraries
University Bookstore
Museum
Child Guidance Clinic
Biological Research Laboratory

Regulations and standards

Admission to the University
Fees
Grading System
Course Numbers and Credit
Degrees



Audio-Visual Aids Service

**Assistant Professor Donald A. Inglis, M.A., Director
Instructor Gordon K. Butts, M.S., Assistant Director
Faculty Assistant Betty L. Borella, B.S. in Ed.**

The use of audio-visual aids is indispensable as a tool of teaching in modern education.

For more than a decade, various forms of audio-visual aids have been used in classes at Southern. At the present time, the Audio-Visual Aids Service is in the process of expansion, stimulated by the need of such a program in Southern Illinois. Southern's new film library, after two years in operation, is serving the needs of well over 250 schools and adult organizations of the state of Illinois. New films are constantly being added to the library to meet ever-increasing needs.

The Audio-Visual Aids Service has two primary functions—on-campus and area services. Campus users, when they need them, are provided with the various types of projection service. Films from Southern's library and many from other sources are provided for campus and extension classes and are shown to some 5,000 people a month.

In addition to supplying merely the technical needs of an audio-visual program, the University offers courses in Audio-Visual Methods for teachers in training, and also for experienced teachers who attend the summer session at Southern.

As to off-campus services, the department is desirous of serving as an audio-visual center for Southern Illinois.

The Audio-Visual Aids Service will provide aid to schools and other agencies desirous of developing an audio-visual program. This program includes both the consultation service and the rental of audio-visual materials, particularly films. Where the need is indicated and time permits, extension courses will be offered at strategic centers in the area served by the University.

Other plans include a course for graduate students, a series of one-day conferences for teachers and educators both in the area and on the campus, and, as soon as possible, an audio-visual institute designed to serve the interests and needs of both teachers and administrators.

University Libraries

Professor Robert H. Muller, Ph.D., Director
Assistant Professor Dorothy E. Heicke, M.A. in L. S.
Assistant Professor Ruby Kerley, A.M. in L. S.
Assistant Professor Grace E. Kite, M.A.
Assistant Professor Thelma Lynn, M.S.
Assistant Professor Esther M. Shubert, M.S. in L. S.
Assistant Professor E. Opal Stone, M.S. in L. S., Assistant Director
Instructor Zella Cundall, B.S. in L. S.
Instructor Harry Dewey, M.S. in L. S., Assistant Director
Instructor Vivian L. Drake, B.S. in L. S.
Instructor Golda D. Hankla, M.A. (On Leave)
Instructor John G. W. McCord, B.S. in L. S.
Instructor Mary Belle Melvin, B.S. in L. S.
Instructor Marjorie W. Stull, B.S. in L. S.
Instructor Ronald C. Tollafield, B.S. in L. S.
Executive Assistant Mary Rose Colombo, M.S. in Ed.
Faculty Assistant Lawrence Gallick, B.S. in Ed.
Faculty Assistant Mary C. Livingston, B.S. in Ed.
Faculty Assistant Anthony R. Puleo, B.S.
Faculty Assistant Marjorie Ann Raback, B.S. in Ed.
Faculty Assistant Nedra M. Seibert, B.A.

The University Libraries consist of 119,918 volumes, which include bound government documents, bound periodicals, and books. During 1950, 1314 periodical subscriptions, 78 newspaper subscriptions, and six additional newspapers in microfilm or microcard editions were regularly received. In 1949, 9849 volumes were added to the library. Nine thousand, five hundred and sixty-five were added in the first nine months of 1950. Over \$50,000 a year is currently being spent for the purchase of books, periodicals, and binding.

Branches of the University Library include the University School Library (for elementary and high school students) and the Education Library. The latter contains as one of its divisions a Curriculum Collection consisting of 2612 books and 6500 pamphlets. Books and periodicals in the Education Library, as well as in the Reserve and Reference collections, are on open shelves.

The University Library has long been designated as an official depository to receive the publications of the United States government. It is also a depository for the Army Map Service, from which source the library has received approximately 50,000 maps and related materials.

In addition to the collection of books, periodicals, pamphlets, and maps, the resources of the library are being augmented by phonograph records, microfilms, microcards, filmslides, and musical scores.

A special area is provided as a study room for graduate students and faculty members. A quonset hut, which was erected during the summer of 1949, has increased book storage capacity by 40,000 volumes.

A staff of fourteen professionally-trained librarians, six faculty assistants, and nine full-time clerical workers, as well as a large number of student assistants, provides library service to students and faculty members.

Site preparation for the construction of the first unit of a modern library building was begun in 1950. The finished building will be modular in design and completely air-conditioned; and will accommodate 350,000 volumes and 1250 readers.

Clint Clay Tilton Library

Assistant Professor Roy Vail Jordan, M.A., Curator

In 1944, the University received from the late Clint Clay Tilton, then a retired newspaper publisher of Danville, Illinois, the gift of his entire library, including furnishings as well as books, plaques, pictures, and busts. Mr. Tilton was a well known collector of Lincolniana and Americana. To the original gift, comprising 2100 items, have been added, by other donors and by purchase, more than six hundred volumes, dealing principally with Lincoln, the Civil War period, and regional history.

Mr. C. T. Houghten of Carbondale has made large cash gifts to the library.

This collection is housed in Room 206, Old Main, a room also temporarily used for a seminar in history. Its books may be used freely by the students, faculty, and general public; but no books are subject to loan.

The library undertakes research in the relationships of Abraham Lincoln to this area and will welcome the assistance of students, alumni, and friends in these efforts. Donations of Lincoln material may be made through the University Foundation. The curator of the library is the contact person for such donations.

The University Bookstore

J. Carl Trobaugh, B.S., Manager

Herman L. Kirkpatrick, B.S. in Ed., Assistant

The University Bookstore is an auxiliary enterprise which has as its purpose to provide school supplies to the students and staff of the University. It also operates a textbook rental system for the benefit of students.

Museum

Professor J. Charles Kelley, Ph.D., Director

Instructor John W. Allen

Instructor Loraine L. Waters, M.S. in Ed.

Assistant Instructor Esther V. Bennett, B.A.

Faculty Assistant Dolores M. Manfredini, B.S. in Ed.

Faculty Assistant Irvin M. Peithman

Faculty Assistant William J. Shackelford, B.A.

The Southern Illinois University Museum is located at present on the third floor of Parkinson Laboratory. In 1951 it will be moved to new and relatively spacious quarters in the Old Science Building. At that time all of the present exhibits will be renovated and reorganized to illustrate one central theme.

The Museum is dedicated to research and exhibition in all fields of natural and social science. The central theme of both research and exhibition is the human occupancy and natural environment of Southern Illinois. Exhibits in the new museum quarters will portray the physiography, climate, and wild life of the region, together with the various ways of life developed throughout the ages by Indians, pioneer Americans, and modern citizens.

The Museum now has collections totaling more than 12,500 items in the field of the natural sciences, including specimens pertaining to such studies as herpetology, mammalogy, ornithology, paleontology, mineralogy, and botany. In the social science collections are included several thousand artifacts representative of pioneer American life in Southern Illinois, many rare books and miscellaneous documents of historical interest, and archaeological specimens illustrative of many of the prehistoric Indian cultures of the region.

In the field of history, pioneer life is vividly portrayed by the series of twenty miniature dioramas as well as by larger displays which feature pioneer arts and crafts. Other dioramas depict the wild life of Southern Illinois in its natural habitat. A small "live museum" is maintained, in which fishes, reptiles, amphibia, and rodents are exhibited from time to time. In the field of art, the wood carvings of Fred Meyers have attracted national attention. Six of these carvings depict typical Southern Illinois pioneers while others are replicas of extinct and of living animals.

The research program of the Museum in the past has featured work in zoology, botany, history, and archaeology. The founder of the museum, Cyrus N. Thomas, was not only a student of local natural history but also one of the pioneer archaeologists of the Mississippi River valley. In future years an intensified program of research in the cultural anthropology of Southern Illinois, prehistoric and historic, is planned. The Museum has issued several publications in history and zoology and plans to publish various popular and technical papers in connection with the proposed research program.

The Museum offers a variety of extension services. Museum teaching units and individual specimens are available for loan to Southern Illinois schools. On request, exhibits will be prepared in connection with state and local fairs as well as with historical and cultural observances and regional development projects. On the campus the Museum will loan specimens and, if they are desired, prepare classroom exhibits for other University departments. Museum staff members are available for public or classroom lectures in their respective fields. The Museum is also a repository for specimens and collections in all fields of natural and social science. Donations of specimens and collections are invited, and long-term loans of such materials will be gratefully accepted. Irreplaceable scientific and historical specimens will be given proper treatment and storage in the Museum, to assure their preservation as well as to make them accessible to the people of this region.

Over 2500 persons visited the Museum in the first nine months of 1950. The Museum is open to visitors from 8 a.m. to 5 p.m. on weekdays, and on Saturdays from 8 a.m. until noon. Conducted tours of the exhibits may be arranged for classes and other groups.

Child Guidance Clinic

*W. A. Thalman, Ph.D., Director
Margaret S. Gardner, M.M., Assistant*

The Child Guidance Clinic was established in 1936. With special aid and guidance given by the Illinois Institute of Juvenile Research, it has expanded its services to many communities and schools in Southern Illinois.

The Clinic works in cooperation with the various divisions of the State Department of Public Welfare as well as with administrators and teachers of both public and private schools, with county judges, with physicians, and with parents. The staff includes psychologists, social workers, physicians and nurses, and specialists in diagnostic and remedial reading and mathematics. Seventy per cent of the cases studied come from the first seven grades of the elementary school. The other thirty per cent are adolescents and adults.

The Child Guidance Clinic has several major functions:

1. The primary objective of the Clinic is to assist in the training of those who plan to enter the profession of teaching. The specialized courses which are being offered give to pre-service and to in-service teachers a better understanding of the growth and the development of the normal child and a recognition of some of the characteristics of the child or adolescent who needs help.

2. As a part of the teacher-training program with which the Clinic is associated, special emphasis is placed upon the various tests and techniques necessary for the teacher's discovering the specific difficulties responsible for the student's inability to read well on his particular grade level. Teachers are also trained to use the diagnostic tests in mathematics and language and to gain experience in learning the techniques necessary for the remedying of the difficulties which the student is having.

The study of the "whole" child as emphasized by the Clinic includes the family history; the school history; the complete physical examination; the study of personality; the measuring of intelligence; the administering of tests of achievement; and the diagnosis in the various subject-matter fields.

3. It is also the function of the Clinic to examine the various cases which are brought to the campus throughout the year. Many of the individuals brought into the Clinic are those having difficulties in their school subjects or in an environment in which they are not understood.

4. Another purpose of the Clinic is to furnish consultative services to the campus training schools; to in-service teachers; to school administrators; to parents; to nurses and public health officials; to county judges; and to the personnel of various Child Welfare Agencies in Southern Illinois.

5. The work of the Clinic is closely allied with the studies in the Department of Education, the Department of Guidance and Special Education, and the campus training schools. Practically all of the students in the College of Education include in their preparation some of the courses which have been a part of the program of the Clinic for some time.

The Clinic has always been especially concerned with the application of the principles of educational psychology.

Additional information regarding the services of the Clinic, including the requests for the examining of cases, may be obtained from the Director of the Clinic.

Biological Research Laboratory

Professor Carl C. Lindegren, Ph.D., Director

Assistant Professor Adaline N. Mather, Ph.D.

Research Associate Shlomo Hestrin, Ph.D.

Research Associate Gertrude Lindegren

Research Associate Helma Miller, Ph.D.

Research Associate Balaji Mundkur, Ph.D.

Faculty Assistant Vern E. Baird, B.S.

The work in this laboratory is devoted to genetical, cytological, and biochemical study of yeast. For this type of investigation the laboratory is fully equipped with the most modern apparatus available, including a Beckman spectrometer, de Fonbrune micromanipulator, and Warburg apparatus. It is permanently staffed by four principal investigators holding the doctorate degree, and a number of assistants. The laboratory is frequently visited by other scientists interested in learning the unusual techniques that have been developed here, since the only other laboratories equipped to do this kind of work are in Paris and Copenhagen.

This laboratory is supported principally by the University, with large grants from Anheuser-Busch, Inc., the United States Public Health Service, and the Atomic Energy Commission. The fundamental research carried on here has wide applications, both theoretical and practical; yeast manufacturers are interested because of the possibility of creating new and different kinds of yeasts, and the Public Health Service is interested because of the possibility that the work may have an application to the cancer problem.

Numerous publications from the laboratory have appeared in many of the leading biological journals.

Admission to the University

Students are admitted four times a year. Application for admission should be filed a month in advance of registration; a transcript of record should be mailed directly by the preceding high school or college to the Registrar at Southern.

To be eligible for admission, the applicant must be a graduate of a recognized high school, or over 21 years of age. For entrance into non-credit or Vocational-Technical Institute courses, however, these requirements do not apply.

Out-of-state freshmen who rank in the upper half of their high school graduating classes may be admitted to the undergraduate colleges of Southern Illinois University upon certification by their high school principals. Out-of-state students who do not rank in the upper half of their high school graduating classes may be admitted by special permission.

To veterans or to civilians over 21 years of age who have not completed high school, the General Educational Development Tests furnish an opportunity to gain admission to full or limited work in the University. These are regularly offered the first Friday and Saturday of each month at the office of the Dean of Men.

All new students at Southern Illinois University must take the regular *University Examinations*. These are given during Freshman Week and also once each quarter during the school year. A student will not be considered as having completed his registration until these tests have been completed. Information concerning the testing program may be obtained from the Dean of Men.

Admission of Transfer Students to Advanced Standing. Each applicant for admission to Southern is required to present a full record of his academic experience. This includes transcript and evidence of graduation from high school, and transcript and evidence of good standing from every college or university attended. All such transcripts should be mailed directly from the institution to the Registrar. At least three-fourths of transferred credits from any institution must be of "C" quality or better.

If the applicant's scholarship shows an average below "C", he will be denied admission. Appeal for exception should be addressed to the Registrar, and should be accompanied by evidence that the applicant may be readmitted to the college from which he is transferring, and by a full statement of the circumstances under which the poor record was made. The application should be made early, to permit any necessary correspondence with authorities at the former college.

Any student, though already matriculated at Southern, who undertakes work in another institution, whether in the regular session, summer session, or extension, and who plans to continue study at Southern, is required to file a record of such work with the Registrar at Southern. He must keep his academic record complete. These transcripts become a part of his permanent record and are not returned to the student.

Readmission. Students who were in attendance and in good standing at the close of the preceding quarter need not make special application for readmission before registration. However, a former student not in attendance at the close of the preceding quarter, but in good standing, should write the Registrar at least two weeks in advance of registration and should report any change in college or major field.

A former student who seeks readmission, but who is not in good standing at Southern, must clear his status before the Registrar may prepare his registration card. It is to the interest of the candidate to present his application very early, so that all inquiries may be answered, and so that the candidate can find time to complete any requirements that may be imposed upon him.

Admission is to a particular college or instructional division, and usually to a particular major field. The applicant should study the latter pages of this catalog, where the offerings are described, and should attempt to

choose his major field even if the choice is only tentative. If he is undecided, that should be indicated.

As long as a student is undecided, he is in the College of Liberal Arts and Sciences. Anyone preparing to teach is in the College of Education regardless of the subject matter field. If the above do not apply, the college in which he registers may be determined from the following table:

Department Offering the Major Field of	The Department is in the College of	The Department Offers Programs in the College of		
		Liberal Arts and Sciences	Education	Vocations and Professions
Agriculture	V. & P.		x	x
Art	V. & P.	#	x	x
Botany	L. A. & S.	x	x	
Business Administration.....	V. & P.		x	x
Chemistry	L. A. & S.	x	x	
Education	Education		x	
Economics	V. & P.			
English	L. A. & S.	#	x	x
Foreign Languages.....	L. A. & S.	x	x	
Geography & Geology.....	L. A. & S.	x	x	
Government	L. A. & S.	x	x	
Guidance and Special Educ.....	Education		x	
Health Education	Education		x	
History	L. A. & S.	x	x	
Home Economics	V. & P.		x	x
Industrial Education	V. & P.		x	x
Journalism	V. & P.		x	x
Mathematics	L. A. & S.	x	x	
Microbiology	L. A. & S.	x		
Music	V. & P.	#	x	x
Phys. Ed. Men	Education		x	
Phys. Ed. Women.....	Education		x	
Philosophy	L. A. & S.	x		
Physiology	L. A. & S.	x	x	
Physics	L. A. & S.	x	x	
Sociology	L. A. & S.	x	x	
Speech	V. & P.	#	x	x
Zoology	L. A. & S.	x	x	
# A non-professional major only				
PRE-PROFESSIONAL PROGRAMS				
Pre-Dentistry Program		x		
Pre-Engineering Program				x
Pre-Forestry Program				x
Pre-Law Program		x		
Pre-Medical Technology		x		
Pre-Medicine Program		x		x
Pre-Nursing Program				x
Pre-Pharmacy		x		
Pre-Veterinary Program		x		

A student may later change his college or major subject if he desires. If such change is made late, however, he may need to make up the elementary requirements of the newly chosen curriculum, work which may delay his graduation. Even without a change, if the student enters the University without the necessary prerequisites for his chosen curriculum, he may meet with delay while making them up.

For admission to Vocational-Technical Institute or Adult Education courses, see page 219 below; or the bulletins of those divisions.

University Credit for Military Experience

Southern Illinois University follows the policies recommended by the American Council on Education relative to credit for military experience and for experience in civilian activities related to the war, as set forth in the "Guide to the Evaluation of Educational Experiences in the Armed Forces". No credit is allowed for College Level G.E.D. Tests.

Credit not to exceed fifteen quarter hours may be granted to an individual for the "basic training" course, ordinarily consisting of thirteen weeks, in the Armed Forces. This credit is regularly assigned to physical education, hygiene, and elective. If the student already has credit in these subjects, the amount will be somewhat less.

For completion of an extension course given by a recognized college or university, credit will be allowed in the usual manner.

Competence in technical or vocational fields may be demonstrated by examination, provided the fields correspond to vocational and technical subjects for which credit is regularly granted on the campus. A veteran student may be allowed to take examinations for credit in fields such as mathematics, physics, mechanics, and foreign languages, to secure appropriate credit.

The above credit for military experience may be obtained only by regularly enrolled students or by those who attended Southern before entering the armed services.

Professional Aptitude Tests

Southern has been designated as a place for giving Professional Aptitude Tests. These include the pre-admission tests of the Association of Medical Colleges, which are required of all students planning to enter the medical profession. Other tests in the series are required for certain schools of Engineering. They are given only once each year—date to be announced—usually in or near April. The Graduate Record Examination and the Miller Analogies Test, which are required by many graduate schools as bases for accepting students, are also given at Southern. For information, consult the Dean of Men.

Fees

Schedule of fees for a term of three months:

Tuition	\$15.00
Student-Activity Fee	8.50
plus Federal admissions taxes	
Book Rental Fee.....	2.50
Total	\$26.00
plus Federal admissions taxes	

Graduate student fees are the same as above except for the matriculation fee of \$5.00 for graduates of schools other than Southern.

Students holding valid state scholarships and military scholarships are exempt from the above fees up to \$80 a calendar year.

The general activity charge includes the fee for limited hospitalization, entertainment, athletics, *The Obelisk*, *The Egyptian*, and other activities as may be provided.

A fee of \$2.00 per quarter hour is charged for extension students, but none of the activity benefits are included. There is a 75-cent book rental fee if books or University supplies are used in the course. A part-time student taking up to eight quarter hours inclusive for a twelve-week term may choose to pay either \$2.00 per quarter hour or half fees for resident students, which in most cases amount to

Tuition	\$ 7.50
Student Activity Fee.....	8.50
plus Federal admissions taxes	
Book Rental Fee.....	1.25
Total	\$17.25
plus Federal admissions taxes	

Additional special fees include the following:

Out-of-state fees	\$10.00
Late registration fee—\$2.00 first day, \$1.00 increase each day to a maximum of	5.00
Chemistry laboratory breakage deposit.....	2.00
Botany 101 laboratory breakage deposit.....	2.00
Completion of incomplete course.....	1.00
Graduation	10.00
Graduate Aptitude Test fee.....	3.00

Fees for departmental field trips are listed with the courses concerned. Other charges a student may incur are for library fines, breakage, failure to report for physical examination, etc. The first transcript of the University record is furnished free, provided the student has fulfilled all his financial obligations to the University. There is a charge of \$1.00 for each additional transcript.

Grading System

Grades are expressed in letters as follows:

(Per quarter hour)

A, Excellent	5 grade points
B, Good	4 grade points
C, Satisfactory (this is intended to be the average grade)	3 grade points
D, Poor, but passing	2 grade points
E, Failure; all work completed including final examination, but failed	1 grade point
W, Course not completed; includes incomplete records of all kinds. This is to be followed by a letter indicating the student's grade at the time of withdrawal; the number of weeks he attended is indicated by a number. For example, "W ⁸ -B"....1 to 5 grade points	

A grade submitted at the end of a course is final and may not be raised by additional work.

Any student who withdraws from a class without filling out the proper forms will receive a grade of "W-E" in the course.

Any change of grade, as upon the completion of a "W," must be reported within a year after the close of the term in which the course was taken. A fee of one dollar is charged for the completion of a course marked "W," unless the fee is waived on recommendation of the University physician. A student who for some reason must miss the final examination may not take an examination before the one scheduled for the class. In this case, "W" should be recorded by the instructor. The final examination may be given at a later date, within one year. A complete record of all changes in grades will appear on the official transcript.

Withdrawal from the University

Students withdrawing from the University within ten days after the beginning of the term may obtain a full refund of fees. In order to receive this refund, a student must make application to the Bursar's Office within ten days following the last day of the regular university registration period. No refunds are made after that time. Before leaving the University, the student should report to the Dean of Men or the Dean of Women, to initiate the withdrawal procedure.

To withdraw from a course, the student should see the instructor, the counselor (not necessarily in that sequence), the appropriate student-life dean, and the dean of the college in which he is registered. Only in extreme emergencies will a student be permitted to withdraw from a course within the last three weeks of a term.

Courses from which a student has withdrawn officially will be shown on his record as "W." Withdrawal within the first four weeks of the term

may or may not show a grade in addition to the "W," depending upon the judgment of the instructor and the dean of the college. Courses from which the student has withdrawn after the first four weeks will be recorded as "W" and the grade earned up to date of withdrawal.

During the first week of a term, courses may be added with the approval of the instructor, counselor, student-life dean, and dean of the college.

Student Load

The normal load for a student is sixteen quarter hours, with a maximum of eighteen. A person may not register for more than eight quarter hours if he is employed full-time. A student with a 4.25 average the preceding term may be allowed by the dean of his college to take as many as twenty hours. In no case may a student carry, or be credited with, more than twenty-one hours in any term. A student on probation (see below) may not take more than fourteen hours.

Scholastic Standing

Freshmen and Sophomores (fewer than 96 hours.)

A freshman or sophomore goes on probation at the end of a term in which his over-all grade points fall below the "C" average by more than 15 points; he must maintain a "C" average during probation in order to remain in school; and he is restored to good standing when his over-all grade points rise again to within 15 points of "C" average.

Juniors and Seniors (96 hours or more.)

A junior or senior goes on probation at the end of any term in which his over-all average is brought below "C". He must maintain a "C" term average during probation, in order to remain in school, and is restored to good standing when his over-all average is again "C" or better. Before a student may be graduated, he must have a 3.0 ("C") average.

No regular student will be dropped at the end of any term for which he has a "C" average or above.

Example—

A student with a 16 credit-hour load needs for a "C" average (16 x 3) 48 grade points

A first term freshman with the following grades:

$$\begin{aligned} C-6 \text{ credits } (6 \times 3) &= 18 \text{ points} \\ D-5 \text{ credits } (5 \times 2) &= 10 \text{ points} \\ E-5 \text{ credits } (5 \times 1) &= 5 \text{ points} \end{aligned}$$

Has earned 16 credits and 33 grade points

This is below the average required by 15 grade points

This student has the bare minimum required and is *NOT* on probation.

- A—5 points
- B—4 points
- C—3 points
- D—2 points
- E—1 point

Any student who feels he has justification for not having fulfilled the scholarship requirement may present his case to the Dean of Men, the Dean of Women, or the Dean of his College.

For admission of transfer students, and re-admission of students with previous unsatisfactory scholarship averages, see page 42.

Unusual cases are referred to a dean for testing and advisement, or to an appropriate faculty committee.

Honors

In recognition of high scholarship, an Honors Day Convocation is held each spring. Candidates for the Bachelor's degree who have maintained a grade-point average of 4.25 or more for all of their work through the winter term of their senior year receive honor pins. In the case of a transfer student, he must have entered Southern Illinois University by the beginning of the junior year and have maintained the 4.25 average.

For information concerning Honors courses open to high-ranking students, see below.

Graduating seniors are recognized at Commencement on the graduation program, and their diplomas designate honors granted on the following basis:

Highest Honors	Point average of 4.90 or higher
High Honors	Point average of 4.75-4.89
Honors	Point average of 4.50-4.74

Course Numbers

The course numbering system is as follows:

100-199	for freshmen
200-299	for sophomores
300-399	for juniors and seniors
400-499	for seniors and graduates
500 and above.....	for graduates only

Ordinarily, students are not permitted to take courses above their classification; that is, a freshman should register for freshman courses, and only in rare instances for sophomore courses.

Unit of Credit

One quarter hour represents the work done by a student in a lecture course pursued for a term of twelve weeks, one hour a week; and, in the case of the laboratory and activity courses, the usual additional time.

One quarter hour of credit is equivalent to two-thirds of a semester hour.

Schedule of Class Periods

Each class period is fifty minutes in length, beginning on the hour. The first classes are at eight o'clock. Ten minutes are allowed between periods.

No classes are scheduled to meet Thursday afternoon at three o'clock, which is reserved for meetings of the faculty, the Council Advisory to the President, committees, and other faculty and student groups.

Honors Courses

Students with a 4.5 average at the end of their second year are eligible to apply for honors work. In exceptional cases, students with less than 4.5 may be eligible if the Committee on Academic Standards and Honors approves them. The Committee is the final judge if there arises doubt about the eligibility of a student.

Each honors student is to do his work under the supervision of an adviser, selected in conference between the student and the department chairman or chairmen involved, and acceptable to the Honors Committee. Secondary advisers may at times be required. It is assumed that the student's election of an honors program will have the approval of his regular adviser.

The advisers and department, in consultation with the student, will prepare for the student an honors program, which, before being put into

effect, must have the approval of the departmental chairman, the chairman of the Honors Committee, and the dean of the college.

The candidate for honors will complete a series of honors courses, and a final honors examination. These honors courses are undertaken only at the beginning of a term and are counted on the total hour credit load, subject to the usual regulations. At the end of each term's work the adviser will report to the Registrar the grade and credit hours of the honors student.

The student has weekly conferences, or the equivalent, with his adviser, who will keep a written record of the student's progress. A student must complete 9 quarter hours of honors work and may be granted up to 18 quarter hours. The amount of credit is determined by the adviser and the chairmen of the departments concerned. All arrangements about credit should be clearly understood by student and adviser at the outset. If a student abandons the program before completing it, he will receive regular course credit for the work that he has done.

At least one month before the convocation at which the student expects to receive his degree he will be given a final honors examination covering the work done under the honors program. There will be at least three examiners including the adviser, the chairmen of the departments concerned, or their representatives, and such other faculty members as represent fields of study included in the honors work. A favorable vote by a majority of the examining committee is required to pass the candidate.

A student who has satisfactorily completed the requirements of honors work is so reported to the Registrar. At the convocation when the successful honors student is to receive his degree, special recognition of his achievement will appear in the official printed program and upon the student's diploma.

University Regulations

The University and its various instructional divisions reserve the right to change the rules regulating admissions, instruction, and graduation; and to change any other regulations affecting the student body. Such regulations shall go into force whenever the proper authorities so determine, and shall apply both to prospective students and to those who have matriculated in the University. The University also reserves the right to withdraw courses or to change fees.

Degrees

The College of Education grants the Bachelor of Science in Education and the Bachelor of Music Education degrees.

The College of Liberal Arts and Sciences grants the Bachelor of Arts degree.

The College of Vocations and Professions grants the Bachelor of Science and the Bachelor of Music degrees.

The Graduate College offers the Master of Science in Education, the Master of Arts, and the Master of Science degrees.

A student requesting a second bachelor's degree from this University must complete forty-five hours in addition to those required for his first degree and must fulfill the requirements for the second degree. At least thirty hours must be in senior college courses.

Every candidate for a degree should file written application with the Registrar not less than two months before the date on which the degree is to be granted. At the time of application the student should order his cap and gown through the University Book Store and register with the Director of the Placement Service. A student must have a 3.0 average before his application for a degree may be accepted.

In the week preceding graduation, each candidate for the degree should secure from the Registrar's Office the financial clearance slip, obtain the required signatures, and return the slip to the office before Commencement.

These slips are circulated by the Registrar's Office for students not in residence during the spring quarter.

Students must attend Commencement exercises to receive their diplomas, unless in advance they are granted permission to be graduated *in absentia*.

Requirements for the Bachelor's Degree in All Colleges

Each candidate for the degree must complete 192 quarter hours of credit in approved courses. *At least 64 must be in senior college courses, of which 48 must be earned in residence.* Each student must have a "C" average, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. A "C" average is required in the major subject. These averages are required for the credit made at Southern as well as for the total record.

*The following list of requirements should be met by degree candidates of all colleges within the first two years of attendance:

Social Studies—20 quarter hours (work in 4 departments required)

Economics, 5 hours

Geography, 5 hours

Government, 5 hours

History, 5 hours

Sociology, 5 hours

Humanities—18 quarter hours

English 101, 102, 103—9 hours

English 205, 206, 209, 209, 211, 212—6 hours

Art 120 or Music 100—3 hours

Note: The student is also advised to complete the foreign language requirement for the bachelor's degree within the first two years.

Biological Sciences—9 quarter hours

Health Education 202—4 hours

Botany 101, 202, or Zoology 101, 105—5 hours

Mathematics and Physical Sciences—12 quarter hours

Chemistry, Mathematics, Physics (The 12 hours to be selected from two departments)

Practical Arts and Crafts—3 quarter hours

Agriculture, Business Administration, Home Economics, Industrial Education (Not required if the student has had any of this work in high school)

Physical Education—6 quarter hours

Students who have been granted the usual academic credit for military basic training are not required to take Health Education 202 and physical education.

Students may satisfy any of the above requirements by passing non-credit attainment tests. In some cases, more advanced work may be substituted for the required courses listed. Students who transfer in the junior or senior years may substitute senior college courses in most departments for the freshman-sophomore courses listed above.

Note: Before the end of the sophomore year, students will be required to remove deficiencies as shown on the freshman entrance tests. Such deficiencies may be removed by passing a university credit course, by passing a remedial course, or by passing a test given by the testing bureau.

Degree candidates are expected to follow the basic program set out here plus the advanced work recommended by the department in which the student expects to do his major work. If the student intends to take his degree elsewhere, the counselor may recommend changes in these requirements in favor of those of the institution from which the student plans to be graduated. If the student changes his mind and decides to take his degree at Southern, none of the above requirements will be waived.

*For the Bachelor of Music and the Bachelor of Music Education degrees, for which the requirements are somewhat different, see pages 204 and 205.



graduate college

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college of education

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**college of liberal arts
and sciences**

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**vocational-technical
institute**

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THE GRADUATE COLLEGE

Willis G. Swartz, Ph.D., Dean

Graduates of fully-accredited colleges and universities may pursue courses of study leading to the degrees Master of Arts, Master of Science, or Master of Science in Education. Those wishing to qualify to teach may obtain either a Master of Science in Education degree, with a major in an academic field, or a Master of Arts (or Science) degree, with a minor in Education. The principal differences pertain to the requirement of a foreign language and, in most cases, a thesis for the M.A. or M.S. degree. In addition to a teaching degree in education, graduate majors are available in Educational Administration, Elementary Education, Guidance and Counseling, Instructional Supervision, and Special Education. By taking full-time summer work and part-time graduate work on evenings and Saturdays during the school year, students can obtain the master's degree in two years.

The degree Master of Science in Education is available in the following fields:

Biological Sciences	Foreign Language
Education—	Industrial Education
Educational Administration	Mathematics
Elementary Education	Philosophy (minor)
Guidance and Counseling	Physical Sciences
Instructional Supervision	Speech
Special Education	Social Sciences
English	

The degree Master of Arts (or Science) is available in the following fields:

Biological Sciences	Microbiology
Botany	Philosophy (minor)
English	Physical Sciences
Foreign Language	Physics
Geography	Speech
Government	Sociology
History	Zoology
Mathematics	

Admission

Admission to the Graduate College is ordinarily granted only to graduates of fully-accredited colleges and universities, but graduates of institutions of limited accreditation may be considered on their merits.

Approval to register for graduate courses is granted only to persons who have had the requisite undergraduate work; therefore it is necessary for a student to get written approval from the chairman of his major field. Students whose preparation is considered inadequate will be required to take the necessary undergraduate courses without graduate credit.

Admission to the Graduate College is not equivalent to admission to candidacy for the master's degree. All entering graduate students are required, during the first term in residence, to take a special graduate aptitude test. By making a satisfactory score on this test, the student is immediately advanced to candidacy; otherwise he must wait until he has completed half the work leading to the master's degree, with an average of "B" or better; at which time he is automatically advanced to candidacy.

Blanks for admission to the Graduate College may be obtained from the Graduate Office, Southern Illinois University. Every applicant must submit with his application an official transcript of his undergraduate work and any graduate courses which he wishes to transfer toward his master's degree. A maximum of sixteen quarter hours of acceptable graduate credits earned in another fully-accredited institution may be counted toward the master's degree.

Registration

Advisory Committees. Each student admitted to the Graduate College is assigned an advisory committee representing his major and minor fields. This committee assists the graduate student in making out his program of studies, both term-by-term and long range. For this reason, a conference should be arranged, as early as possible in the graduate student's career, between the student and his advisers, to make out his general program. As soon as the student has selected his thesis topic and special thesis adviser, such adviser is named chairman of his advisory committee. In addition to assisting the student in mapping out his program, the advisory committee arranges for and supervises all comprehensive oral and written examinations.

Registration Procedure. Graduate students obtain from the Dean of the Graduate College special program work sheets, on which space is provided for the signatures of the advisory committee. Blanks for the graduate aptitude test may also be obtained from the Dean of the Graduate College.

Program Changes. A graduate student is expected to plan his work carefully; hence program changes later in the term should not be necessary. Such program changes, after registration, must be approved by the chairman of the student's advisory committee, the instructors involved, and the Dean of the Graduate College.

Part-time Enrollment. A number of graduate courses, particularly in the field of education, are scheduled for evenings and Saturdays, for the benefit of those employed on regular school days.

Graduate Assistantships

1949-50

- William J. Burns, B.A., Government
- Robert C. Child, B.A., Sociology
- George L. Criminger, B.S. in Ed., Clint Clay Tilton Library
- Joan Rose Eaton, B.S. in Ed., English
- David E. Elder, B.A., Zoology
- Robert C. Etherton, B.S. in Ed., Physics
- Sam Eubanks, B.A., General Library
- George Ferguson, B.A., Education
- Flora H. Foltz, B.S., Art
- Harvey F. Gardner, B.A., Dean of Women's Office
- Harry A. Grater, Jr., B.S. in Ed., Child Guidance Clinic
- Donald J. Hankla, B.A., Zoology
- Margaret Ann Lane, B.A., University Library
- Hubert J. Loftus, B.A., Government
- John E. Lubach, B.A., Guidance and Special Education
- Daniel W. McClerren, B.S. in Ed., Education
- Albert B. Mifflin, B.S. in Ed., Industrial Education
- Lloyd L. Patheal, Jr., B.S. in Ed., Guidance and Special Education
- Ernest E. Poole, B.A., Biological Research Laboratory
- Hugh M. Satterlee, B.A., University Library
- Doris Jeane Schwinn, Extension Division
- Warren F. Seibert, B.S. in Ed., Guidance and Special Education
- Betty Ann Simms, B.S. in Ed., Geography
- Joe L. Simms, Jr., Geography
- Charles G. Smith, B.S., Zoology
- Richard F. Vorwald, B.S. in Ed., Economics
- Mary I. Wilson, B.A., History
- Ava H. Wolf, English

A number of graduate research assistantships are available each year to graduate students of exceptional scholarship and promise of success. These assistantships permit the holders to take about three-quarters-time class loads, depending to some extent upon the weight of the work load selected.

The graduate assistantships carry stipends of \$990 for the academic year. Any student wishing to apply should get in touch with the chairman of his major department or with the Dean of the Graduate College, ordinarily before March 1, preceding the academic year for which the application is made.

General Requirements for the Master's Degrees

Residence Requirement. To be eligible for the master's degree, the graduate student must spend at least two quarter, or three 8-week summer sessions (30 quarter hours), on the campus. (Except Belleville residence students.)

Extra-mural Work. Total off-campus credits, earned in graduate residence centers and extension combined, may not exceed 24 quarter hours. In extension alone, the maximum amount of credit allowed is 16 quarter hours, of which all over 8 quarter hours must have been earned in regular extension centers.

Course in Research Techniques. A student may be required by his advisory committee to take a course (not to exceed 4 quarter-hours' credit) in research techniques.

Grades. Grades are recorded by the letters A, B, C, D, and E. A "B" average of all graduate courses taken (including "D's" and "E's") is required for the master's degree. No course with a grade below "C" is counted toward the degree.

If a graduate student fails to complete a course by the end of the term, he may be given a grade of "deferred" in the course. If the work is completed by the end of the eighth week of the following term, the "deferred" is replaced by a letter grade; otherwise it automatically becomes a "W" with the grade earned up to the time the course is dropped.

Thesis. Each candidate for the master's degree shall write a thesis, which may be counted for not more than 9 nor fewer than 5 quarter hours' credit; carry out a special project; or take specific courses on the graduate level, as may be recommended by his advisory committee and approved by the Dean of the Graduate College. A student who does not write a thesis must submit to the Graduate Office for his file a copy of a research paper as evidence of his knowledge of formal research techniques.

For specific instructions with reference to the preparation and form of the thesis, the student should obtain from the Graduate Office a copy of the University's official manual, *The Form of the Master's Thesis*.

The completed thesis is submitted for evaluation at least to the three members of the advisory committee and, if possible, to all the members of the oral committee.

Two copies of the approved thesis must be presented to the Graduate Office at least ten days prior to the date of graduation, to be bound and shelved in the University Library.

Time Limit for Completing the Degree. Only those credits earned within the last six years prior to completing the degree will be counted toward the master's degree.

Final Examinations. Each candidate must pass a final examination covering all work he has completed. This examination may be written or oral, or both.

Any graduate student who makes two or more grades below "B" shall be required to take a written examination, in addition to the final oral. It shall be within the jurisdiction of the advisory committee to determine whether the written examination shall be in the major field, the minor field, or both. The committee shall determine the character of this written

examination and shall administer it or designate a member of the graduate faculty to do so. The student must pass both the written and the oral examinations in order to be eligible for a degree.

The committee for the final oral examination is appointed by the Dean of the Graduate College and shall consist of at least four members of the graduate faculty, representing the major and minor (if any) fields, plus an additional outside member. The examination shall be from one to two hours' duration.

Class Loads. Graduate credits are measured in terms of quarter hours (One semester hour equals one and one-half quarter hours; one quarter hour equals two-thirds of a semester hour). *Forty-eight quarter hours of acceptable graduate credits are required for the master's degree, with a minimum of 24 quarter hours in "500" credits.*

Twelve quarter hours of graduate credits per term are considered a normal class load; however, up to 18 quarter hours may be taken without special written permission on the part of the Graduate Dean. (One-half-time graduate assistants are permitted a maximum of 14 quarter hours.)

Graduate Courses. Courses offering graduate credit are numbered from 400 to 499 when they are open to advanced undergraduates and to graduate students. Not more than 24 quarter hours from this group may be applied toward the master's degree. Courses numbered 500 to 599 are open to graduate students only. Courses numbered below 400 do not carry graduate credit.

Graduate Study by Seniors. Seniors who are within one term's work (16 quarter hours) of meeting the requirements for the bachelor's degree may take courses (400 to 599) for graduate credit by applying for admission to the Graduate College in advance, and *by getting the approval of the Dean of the Graduate College at the time they register for courses numbered 400 to 499.*

Undergraduate Courses for Graduate Students. Graduate students may register for undergraduate courses, provided that the combined undergraduate and graduate load is not excessive.

Tuition and Fees.

Matriculation fee (for graduates of schools other than S.I.U.)	\$ 5.00
Graduate Aptitude Test fee.....	3.00
Tuition for residents of Illinois.....	15.00 (or \$2 per credit hour for part-time students)
Tuition for non-residents	25.00
Graduation fee	10.00
Book rental fee	2.50

The Graduate Bulletin. Detailed information concerning the graduate program is contained in a special bulletin published annually. To obtain a copy of this publication, one should send a request to the Dean of the Graduate College, Southern Illinois University, Carbondale, Illinois.

Belleville Residence Center

Graduate students at Southern Illinois University may count up to 24 quarters of credit earned in graduate courses at the Belleville Residence Center, if the remaining 24 quarter hours required for the degree are taken in residence on the campus. A maximum of 16 quarter hours of extension credits may be included in the total 24 quarter hours allowed off campus.

Undergraduate students may take a maximum of one-half (96 quarter hours) the work leading to the bachelor's degree at the Belleville Residence Center. Of this total number permitted off campus, one-third (or 64 quarter hours) may be taken in extension.

Tuition is \$3 per quarter hour of credit, and the matriculation fee is the same as for students registering on campus.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

C o l l e g e o f e d u c a t i o n

.....

Requirements

Student Teaching and Observation

Education

Guidance and Special Education

Health Education

Library Service

Physical Education for Men

Physical Education for Women



COLLEGE OF EDUCATION

Douglas E. Lawson, Ph.D., Dean
Frances C. Huff, B.S. in Ed., Assistant

The College of Education is for men and women who are already members of the teaching profession, and for young people who intend to enter the field of teaching or of educational administration, or some related field. Its aim is to provide a fully-rounded program of pre-service and in-service instruction and study. Its undergraduate and graduate curricula are intended to prepare students for teaching in the rural and elementary fields, high school, and college, and for holding positions as school administrators, supervisors, and supervising teachers. Opportunity for in-service growth is provided on a graduate or an undergraduate basis and also on a credit or a non-credit basis.

The program of academic and professional study, including student-teaching, is built upon a fundamental belief in the highest standards for preparing teachers who will have adequate knowledge of their respective special fields, who will understand professional theory and how to apply it, and who will have attained a degree of skill such as to enable them to enter and serve successfully in the profession.

The course of study in the College of Education leads to the degree, Bachelor of Science in Education or Bachelor of Music Education.

Requirements

General Requirements. All students in the College of Education must complete the general requirements listed on page 49, including American History and Government. (In this University this means History 201 or 202 and Government 101 or 300.) No general foreign language requirement applies to the College of Education. In certain departments, however, foreign language is required of majors in secondary education.

Requirements for Secondary Teaching. Students preparing to teach in the secondary school should offer for graduation a major of either 36 or 48 quarter hours in one academic department. Field majors are also acceptable in social studies and biological science. With a 36-hour major, students are expected to complete two minors of at least 24 hours each in other academic departments. Only one minor is required in the case of a 48-hour major or a field major. In the 48-hour department major and the 72-hour field major, "field minors" are not recognized, and the major and minor must be in separate fields of study.

"Field minors" are accepted, in the biological sciences, the social studies, and Latin-American relations. The following is an example of a field major:

Social Studies Field Major in the College of Education

The major consists of 72 quarter hours in the social studies, to be divided as follows: 12 hours in European history; 12 in American history; and 12 hours each in economics, geography, government, and sociology.

Required courses, 45 quarter hours:

- Economics 205 and 355
- Geography 100 and 324
- Government 101, 231 or 300 and 232 or 466
- History 201 or 202 and 211 or 212
- Sociology 101 and 202

Electives, to a total of 27 hours, to be chosen from

- Economics 206, 310, 317, 370
- Geography 210, 314, 315, 319, 345
- Government, any courses
- History, any courses, provided some are in American and some in European
- Sociology 310, 355

The major is to be supplemented with a minor in a subject outside the field of the social studies.

In addition to taking the major and minors, students preparing for high school teaching should take all degree requirements for secondary education.

Elementary Education Requirements. Students preparing to teach in elementary schools are not expected to major in an academic department. They major in elementary education, with 32 quarter hours in education other than student teaching. In addition to the major, students complete field minors of 24 quarter hours each in social studies, language arts, and natural science.

Degree Requirements in College of Education for the Degree of Bachelor of Science in Education

Secondary Education

State Minimum Requirements (Statutes or Examining Board Regulations)	Qr. Hrs.	Southern Illinois University Re- quirements Based upon, or in Addi- tion to, State Minimum Require- ments**
Oral and Written Expression	12	Eng. 101, 102, 103, plus 300 or 391, and Speech*; plus 6 hrs. selected from Eng. 205, 206, 209, 211, 212
Natural Science	9	5 hrs. selected from Bot. 101, 202, or Zoo. 101, 105; plus 12 hrs. selected from two of these three fields: Physics, Math., Chem.
Social Science	9	10 hrs. selected from two of these three fields; Geog., Econ., Sociol- ogy
American History		History 201 or 202
American Government		Govt. 101, 231, or 300
Humanities	9	Art 120 or Mus. 100; plus Eng. list- ed above
Health and Physical Education	4.5	Health Ed. 202; plus 6 hrs of Phys. Ed.
Additional work in above fields	9	9 hours selected from academic fields In addition to foregoing academic requirements, student must take 3 hrs. in Ag., Business, Home Ec., or Ind. Ed., unless these were taken in high school
Adolescent Growth or Educ. Psy.	3	Guid. & Sp. Ed. 205
Principles or Philos. of Ed.	3	Ed. 310 or 355
Materials and Methods (Secondary)	3	Ed. 315
American Public Education	3	Ed. 331
Practice Teaching (Secondary)	7.5	12 hrs. Student Teaching (Second- ary)
Electives in Professional Ed. to bring total in Ed. to	24	Guid. & Sp. Ed. 305 or 345
Total Hours for Certification	180	Total hours for degree: 192
Student must have one major and one minor in separate fields, or must have three minors.		Major of 48 hrs. and minor of 24 hrs.; or a major of 36 hrs. and two minors of 24 hrs., one of which must be different from the major field.**
		Reading of a foreign language is required unless the student's ma- jor is in Agric., Art, Bus. Adm., Econ., Govt., Guid. and Special Ed., Health Ed., Home Ec., Ind. Ed., Journ., Music, P.E. for Men, Physics, Sociology, Speech, or So- cial Studies (field major).

*See page 66, points 8 and 9.

**Additional Regulations:

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at Southern.

The student is held responsible for all requirements pertaining to prerequisites to Student Teaching and should study the section in this bulletin which lists such requirements.

The student, to graduate, must have a "C" average in his major field and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

A field major may require more than 48 hours, and if a "field minor" is credited, two minors must be carried.

Degree Requirements in College of Education for the Degree of Bachelor of Science in Education

Elementary Education

State Minimum Requirement (Statutes or Examining Board Regulations)	Qr. Hrs.	Southern Illinois University Requirements Based upon, or in Addition to, State Minimum Requirements*
General Psychology	4.5	Guid. & Sp. Ed. 205
Ed. Psy., Child Psy., Human Growth and Develop.	3	Guid. & Sp. Ed. 305 or 306
Methods and Curriculum (Elem.)	3	Ed. 314
Reading in the Elem. School	4	Ed. 337
Philos. of Education	3	Ed. 355
Student Teaching (Elem.)	7.5	Student Teaching, 12 hrs. (8 must be Elementary) Ed. 331
American Public Educ.	3	12 hrs. elective in education
Language Arts	24	Eng. 101, 102, 103; plus 6 hrs. selected from Eng. 205, 206, 209, 211, 212; plus 9 hrs. elective in language arts
Natural Science	24	5 hrs. selected from Bot. 101, 131, 202, or Zoo. 101, 105; plus 4 hrs. chem. or physics; plus 15 hrs. elective in natural sciences
Mathematics	7.5	8 hrs. math. (4 hrs. must be in methods)
Social Science (Must include Am. Hist. and Am. Govt.)	24	Hist. 201 or 202; Govt. 101, 231, or 300; plus 5 hrs. in geog.; plus 5 hrs. in econ. or sociol.
Fine and Applied Arts	18	Art 120 or Mus. 100; plus 15 hrs. elective in this field.
Health and Physical Ed. (Must include 3 hrs. materials and methods)	7.5	Health Ed. 202; plus 6 hrs. in physical education; plus 3 hrs. materials and methods of teaching physical education
Total number of hours required for certification	180	Total number of hours for degree: 192, with a "field minor" of 24 hrs. in each of these fields: social studies, natural science, and language arts*

***Additional Regulations:**

The student must have 64 hours of senior-college credit (300 and 400 courses), of which at least 48 must have been earned at SIU.

The student is held responsible for all requirements pertaining to prerequisites to student teaching and should study the section in this bulletin which lists such requirements.

The student, to graduate, must have a "C" average in his major field (Elementary Education) and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

The student must have a "field minor" of at least 24 quarter hours in each of these three fields: language arts, natural science, social science.

Degree Requirements in the College of Education for the Degree of Bachelor of Science in Education

Kindergarten-Primary Education

State Minimum Requirement (Statutes or Examining Board Regulations)	Southern Illinois University Re- quirements Based upon, or in Addi- tion to, State Minimum Require- ments***
Ed. Psy., Child Psy., Human Growth and Develop. 15	Guid. 205, 306, 422, and 445 or Health Ed. 312
Education Courses (Including Am. Public Educ.) 13.5	Sociology 101, 375, and 381 Educ. 309, 313, 316, 317, 331, 337, and 355
Student Teaching 7.5	Student Teaching 16 hours (To be done on both Kdgn. and Prim. Levels)
Language Arts 21	Eng. 101, 102, 103, and 391; plus 6 hours selected from Eng. 205, 206, 209, 211, or 212; plus Speech 101 and 310
Science and Mathematics 12	Bot. 101 or Zool. 101; plus Bot. 131; Chem. 101 or Physics 101; Math. 106; plus 4 hours in Chem., Physics or Math.
Social Science (Must include Am. Govt. and Am. Hist.) 18	Hist. 201 or 202, and 308; Govt. 101, 231, or 300; Geog. 100
Fine and Applied Arts 12	Art 120; plus 105 or 110; Music 100, 170*, 171*, 172*, 300, and 301
Health and Physical Education (Must include 3 hrs. mate- rials and methods) 7.5	Health Ed. 200, 202, and 350 P.E. 101, 102, 103, and 318; plus 3 hrs. elective in P.E.
Total number of hours required for certification 180	
Business Administration 113**	
Plus sufficient electives to make a total of 192 hours for degree.	

*Three-hour requirement in Music 170, 171, and 172 may be waived by the student's passing a performance test satisfactorily.

**Three-hour typing requirement, Business Administration 113, may be waived by the student's passing a minimum speed test of 35 net words per minute. Unless a student can pass a minimum speed test of 25 net words per minute, he will be required to take Business Administration 102 as a prerequisite to Business Administration 113.

***Additional Regulations:

The student must have 64 hours of senior-college credit (300 and 400 courses) of which at least 48 must have been earned at SIU.

The student is held responsible for all requirements pertaining to prerequisites to Student Teaching and should study the section of the bulletin which lists such requirements.

The student, to graduate, must have a "C" average in his major field (Kdgn-Prim) and a "C" average in his total college work, with "C" or better in at least three-fourths of his work.

The student must have a "field minor" of at least 24 quarter hours in each of these fields: language arts, natural science, social science.

The student who wishes to secure a limited state Kindergarten-Primary certificate by examination after two years should consult his adviser concerning minimum requirements.

Suggested Kindergarten-Primary Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 106	4	Bus. Adm. 113.....	3**	Art 120	3
Soc. 101	5	Geog. 100	5	Bot. 131	5
Speech 101	4	Govt. 101 or 231.....	5	Mus. 100	3
P.E.	1	Mus. 170	1*	Mus. 171	1
	<u>17</u>	P. E.	<u>1</u>	P.E.	<u>1</u>
	<u>17</u>		<u>18</u>		<u>16</u>

Sophomore Year

Eng. 205, 206, 209, 211, or 212	3	Eng. 205, 206, 209, 211, or 212.....	3	Chem., Math., or Physics	4
Art 105 or 110.....	3-4	Chem. or Physics.....	4	Educ. 313	3
Bot. or Zool. 101.....	5	Guid. 205	4	Guid. 306	4
Health Ed. 202.....	4	Hist. 201 or 202.....	5	Health Ed. 200.....	2
Mus. 172	1	P.E.	1	P.E.	1
P.E.	1		<u>17</u>	Electives	<u>2-4</u>
	<u>17-18</u>		<u>17</u>		<u>16-18</u>

Junior Year

Educ. 337	4	Educ. 317	4	Educ. 309	4
Educ. 355	4	Educ. 331	4	Educ. 316	4
Mus. 300	4	Eng. 391	3	Hist. 308	3
Mus. 301	1	Health Ed. 350.....	4	Speech 310	3
P.E. 318	4	Electives	1-3	Electives	<u>2-4</u>
	<u>17</u>		<u>16-18</u>		<u>16-18</u>

Senior Year

Guid. 422	4	Stud. Teaching	16	Guid. 445 or Health Ed. 312	4
Soc. 375	4	1) Student Teaching to be done on both levels: Kin- dergarten and Primary.		Electives	<u>12-14</u>
Soc. 381	4	2) Arrangements should be made with Dir. of Stud. Teaching if teaching is to be distributed over two or more quarters.			<u>16-18</u>
Electives	<u>4-6</u>				
	<u>16-18</u>				

*See regulations on page 63.

**See regulations on page 63.

Student Teaching and Observation

Associate Professor Charles D. Neal, D.Ed., Director, *Practice Supervision*
Associate Professor George Bracewell, A.M.
Instructor Jean Vaupel, M.A.

University School

Associate Professor John D. Mees, Ed.D., *Principal*
Associate Professor Mary Entsminger, M.A.
Associate Professor Sina M. Mott, Ph.D.
Associate Professor Charles B. Willard, Ph.D.
Assistant Professor E. Louise Bach, A.M.
Assistant Professor Lulu R. Clark (Emerita)
Assistant Professor Elbert Fulkerson, M.A.
Assistant Professor M. Alberta Gibbons, A.M.
Assistant Professor Tina Goodwin, M.A.
Assistant Professor Chalmer A. Gross, M.S. (On Leave)
Assistant Professor Dilla Hall, M.S.
Assistant Professor Mabel S. Lane, D.Ed.
Assistant Professor Charles Paterson, B.Ed.
Assistant Professor Evelyn Davis Rieke, M.Ed.
Assistant Professor Ora D. Rogers, A.M.
Assistant Professor Madge Troutt Sanders, A.M.
Assistant Professor Shelby S. Shake, M.S.
Assistant Professor Gladys Leah Smith, M.A.
Assistant Professor Harley R. Teel, A.M.
Assistant Professor Ruby Van Trump, A.M.
Assistant Professor Florence A. Wells, A.M. (Emerita)
Instructor Margareta Carey, M.A., M.M.
Instructor Eleanor Casebier, M.S.
Instructor Rosalie Crosley, M.S. in Ed.
Instructor Troy W. Edwards, M.S. in Ed., Assistant Principal
Instructor R. Jean Fligor, M.A.
Instructor Robert A. Johnson, Dir. of P. Ed.
Instructor Florence R. King (Emerita)
Instructor Marjorie Latchaw, M.A.
Instructor Bonnie A. Lockwood, M.S. in Ed. (On Leave)
Instructor Elizabeth C. Meehan, A.M.
Instructor John F. Plummer, Jr., M.A.
Instructor Mary Preble, M.A.
Instructor Zita H. Spradling, M.S.
Instructor Helen Starck, M.Ed.
Instructor John W. Stotlar, M.S.
Instructor Madelyn Trece, A.M.
Instructor Eugene S. Wood, M.S.
Assistant Instructor Mabel Bracewell, M.A.
Assistant Instructor James K. O'Brien, B.Ed.
Assistant Instructor Peggy C. Swan, B.S. in Ed.
Assistant Instructor Paul H. Tippy, B.Ed.
Assistant Instructor Eleanor Young, A.B.
Faculty Assistant Tony Lorene Pearce, B.Ed.

Supervised student teaching is conducted at Southern in the University School and in cooperating public schools, both in and near Carbondale. The College of Education requires from twelve to sixteen quarter hours of student teaching for the degree Bachelor of Science in Education. Students are expected to enroll for the entire twelve or sixteen quarter hours during one quarter. In the event other arrangements are desired, the approval of the Director of Teacher Training must be secured. One of the two following plans of student teaching must be pursued by the student and approved by the Director of Teacher Training.

Plan A. Secondary student teachers are assigned to teach eight quarter hours in their major fields and four quarter hours in their minor fields (or four quarter hours on the elementary level). Usually, other educational experiences are also assigned each student. Elementary student teachers are assigned to one grade for one quarter. Kindergarten-Primary majors are required to take 16 quarter hours of student teaching.

Plan B. Kindergarten-Primary, Elementary, and Secondary student teachers are assigned to teach 16 quarter hours. This plan requires that full time be given to the student teaching program, and permits the student to participate in a maximum number of educational experiences, preparing him to become a more efficient teacher. In addition to the preparation for teacher training given in Plan A, this course acquaints the student with the over-all organization of the school, including attendance at faculty meetings, P.T.A. meetings, home visits, assisting with extra class activities, school records and reports, and many other activities that are expected of teachers. Students accepted under this plan of student teaching are not permitted to carry additional college courses.

Two applications are necessary for student teaching. The preliminary or first application must be made during the spring quarter, approximately one year prior to graduation. For example, a student contemplating student teaching either the fall, winter, or spring term of the school year (1952-1953) should file a preliminary application at the beginning of the spring term of the school year 1951-52. Student teachers are scheduled for either fall, winter, or spring term of the following year on the basis of information given on the preliminary application. Applicants should check with the Director of Teacher Training for term assignment prior to the end of the term in which preliminary application is made. A final or detailed application blank must be filled in one quarter prior to the term the student is scheduled for student teaching. For example, a student scheduled to do student teaching during the winter term should file his final application at the beginning (first 2 weeks) of the preceding fall term.

Application for student teaching by in-service teachers for the summer sessions should be made not later than March 1. Application blanks may be secured from the Office of the Director of Teacher Training.

Student Teaching Prerequisites

1. Application must be made to the Director of Teacher Training one year prior to graduation.
2. Detailed form must be filled in a full quarter prior to teaching.
3. The student must pass satisfactorily a physical examination.
4. The student must be working toward the Bachelor of Science in Education Degree. (Exceptions are made only by the Dean of the College of Education.)
5. The student must have 128 quarter hours' credit, with a "C" average, before beginning work in student teaching.
6. The student in secondary education must have at least 16 quarter hours in the subject which he proposes to teach.
7. Students must have at least 12 quarter hours of professional education prior to student teaching. Secondary majors must have had G. & Sp. Ed. 205 and 305 or 345, as well as Ed. 315. Elementary majors must have had G. & Sp. Ed. 205 and 305 or 306, as well as Ed. 314. Kindergarten Primary majors must have had G. & Sp. Ed. 205 and 305 or 306, as well as Ed. 316.
8. The student majoring in secondary education must have completed Speech 101, receiving a grade of "C" or better. Elementary education majors must have completed Speech 101 or Speech 307, receiving a grade of "C" or better.

9. The student majoring or minoring in English must have completed English 300, securing a grade of "C" or better. The student majoring or minoring in other fields must have taken English 391, securing a grade of "C" or better.

Note: No University credit is allowed for past experience in teaching.

University School

The University School carries out the following important functions:

1. Offers facilities for student teaching.
2. Provides a superior educational opportunity for the boys and girls enrolled.
3. Illustrates to prospective teachers, through demonstration teaching, a skillful application of educational principles.
4. Exemplifies to the public schools of Southern Illinois that which is best in school organization, curriculum, equipment, and methods of instruction.

University School has a staff of experienced teachers with fine professional preparation. Certain areas of the curriculum are being gradually adjusted and revised in terms of the preparation for effective participation in our democratic society. In addition to a large number of subject-matter offerings, the University School has a well-rounded program of extra-class activities, which include band, chorus, dramatics, athletics (inter-scholastic and intramural), safety patrol, Future Farmers of America, Future Homemakers of America, Girls Athletic Association, student council, yearbook, variety of clubs, field trips and excursions.

The fees are as follows: kindergarten, \$13 per semester or \$26 per year; grades 1-6, \$6.30 per semester or \$12.60 per year; grades 7-12, \$9 per semester or \$18 per year. This fee entitles a student to textbooks, use of college library, subscription to a current-affairs weekly newspaper (Grades 7-12), yearbook (Grades 7-12), admission to University School athletic contests, S. I. U. football games, club dues, insurance, and university entertainment numbers.

The requirements for graduation from the secondary level are 16 units*, including three of social studies, three of English, one of science, one of mathematics, and one of physical education.

Student Teaching in Public Schools

In addition to the foregoing provisions for student teaching, arrangements are made with a number of public schools in and near Carbondale whereby student teachers may be assigned to do student teaching under the supervision of cooperating teachers approved by the University.

All assignments to student teaching are made by the Director of Teacher Training.

Teacher, Supervisor, or Administrator Internship Program on the Graduate Level

The Southern Illinois University Graduate Level Teacher, Supervisor, or Administrator Internship Program is designed to meet the needs of those graduate students desiring to obtain practical experience in a public school while working on the master's degree in education. Graduate students may enroll either in a teaching, supervising, or administrative program, majoring either on the secondary or the elementary level. The necessary application for admission to this program may be secured from the Director of Teacher Training and should be filed with him at the earliest possible date. Interns will be accepted in order of applications received and approved.

*Unit represents the credit earned from a subject which meets five times per week for 36 weeks.

Professional courses selected by the intern to meet the 32 quarter hours of class work must be approved, prior to enrollment.

	Quarter Hours
1. Summer classes at Southern Illinois University*	12
2. Regular nine-months school year: during this period of time, the intern will be under the direct supervision of the Office of the Director of Teacher Training	12
a. Field study	4
b. Two Saturday or evening courses.....	8
c. One-half school time of assigned administrative, teaching, or supervisory duties assigned by the public school and the college consultant, according to the graduate plan elected by the intern. The cooperating public school will pay the intern a salary of approximately one-half the regular teacher salary schedule.	12
d. One-half school time devoted to a "practicum"†	12
3. Summer classes at Southern Illinois University*	24
	12
	48

Graduate Internship Prerequisites

1. Graduate students interested in the internship program should file an application with the Director of Teacher Training at the beginning of the spring quarter, one term prior to the anticipated summer session which precedes the actual internship.
2. Upon filing the application, the prospective intern must meet the approval of the Dean of the Graduate College, the Director of Teacher Training, and the administrator of one of Southern's approved public schools.
3. Following approval, the applicant must meet with the Dean of the Graduate College and the Director of Teacher Training for the purpose of designing a graduate curriculum that will meet specifically the needs of the applicant.
4. The graduate student must be a graduate of a recognized undergraduate college, have 32 hours in education—including student teaching—and be a certified teacher in the State of Illinois.
5. The graduate student must have taken English 391, securing a grade of "C" or better unless specially exempted.
6. The graduate student must have taken Speech 101 (Secondary teachers) or Speech 101 or Speech 307 (Elementary teachers), securing a grade of "C" or better unless specially exempted.
7. The graduate student must be of excellent moral character, emotionally stable, a practitioner of democratic principles, and a scholar.

*Only upon the approval of the Dean of the Graduate College and the Director of Teacher Training can the sequential order of the internship program be altered.

†A course of instruction aimed at closely relating the study of theory and practical experience, both being carried on simultaneously.

Consultative Service on School District Reorganization

As a part of the field service of the College of Education, selected members of its faculty are carrying on studies of possible school-district reorganization, and in the details of their work are assisting the various county survey committees under the current state legislative projects and county superintendents.

Inquiries regarding the availability of these consultative services should be addressed to the Dean of the College of Education.

Certification

All certificates to teach in Illinois are issued by the Secretary of the State Examining Board for Teachers Certificates, Office of the Superintendent of Public Instruction, Springfield, Illinois. The following certificates are available:

Limited Elementary School	Limited High School
Limited Kindergarten-Primary	Limited Supervisory
Limited Special	Limited Junior-College
Limited Vocational	

Further information may be secured from the Dean of the College of Education, or the Director of Teacher Training, Southern Illinois University; the County Superintendent of Schools; or the Secretary of the State Examining Board.

After the student has completed two years of university credit, including specified subject requirements, he may make arrangements with the County Superintendent of Schools to take the examination for the Limited Elementary School Certificate.

Education

Professor Douglas E. Lawson, Ph.D.
Professor Bruce W. Merwin, Ph.D. (On Leave)
Professor Ted R. Ragsdale, Ph.D.
Professor Irving W. Stout, D.Ed.
Professor F. G. Warren, A.M., Chairman
Associate Professor Claude J. Dykhouse, Ph.D.
Associate Professor Woodson W. Fishback, Ph.D.
Associate Professor Victor Randolph, Ph.D. (On Leave)
Assistant Professor Willis E. Malone, Ph.D.
Instructor Jacob O. Bach, M.S.
Instructor Gordon K. Butts, M.S.

Ed. 205, 305, 306, and 345 have been discontinued in this department and are now offered in the department of Guidance and Special Education. Wherever they are mentioned below as prerequisites, it should be understood that the prerequisites allowed may be either the old education courses, or the new courses offered by the Department of Guidance and Special Education.

307. **The Junior High School.** A course concerned primarily with the place of the junior high school in the organizational pattern, with major emphasis upon the areas of organization, administration, and curriculum. Prerequisite, Education 345 (or 305). 4 hours.
309. **Kindergarten-Primary Social Studies Methods.** A course treating the objectives and methods of teaching social studies at the kindergarten-primary level; selection and organization of materials for learning, with emphasis on the building of resource units; and a consideration of the principles of evaluation in social studies. Prerequisite, Guidance and Special Education 305 or 306. 4 hours.
310. **Principles of Secondary Education.** A study of such topics as adolescence, the history and aims of secondary education, high school courses of study, high school equipment, and the problems of organization, management, and discipline peculiar to the high school. Prerequisite, Education 345 (or 305). 4 hours. Offered every term.
311. **The Work of the Elementary Teacher.** Discussions centered around the professional and community relations of the teacher, an analysis of teaching materials, and present day trends in curriculum procedures. Prerequisite, Education 205. 4 hours.
313. **Literature in the Kindergarten-Primary Grades.** A course for students majoring in kindergarten-primary education, emphasizing principles of selection and presentation, rather than content of literature for young children. Actual practice in selecting and presenting the literature to children in the training school an essential part of the course work. Not to be taken by students who have had English 213 or Speech 307. Prerequisite, Education 306 (or 305). 3 hours.
- 314 (215) (210). **Elementary School Methods.** A brief study of the fundamental principles of education, and their application in the interpretation of current and proposed educational theory and practice. A detailed study of the processes of teaching and learning involved in elementary education. Education 314 cannot be substituted for Education 315, nor can Education 315 be substituted for 314. Prerequisite, Education 306 (or 305). 4 hours.
315. **High School Methods.** A detailed study of the processes of learning and teaching involved in high school education. See Education 314 description. Prerequisite, Education 345 or 305. 4 hours. Offered every term.

316. **Kindergarten-Primary Methods and Curriculum.** A course designed to aid the teacher in placing subject matter according to age levels and environment, and in integrating this material with the child's experiences; to plan a unit of experience and to help a school group to develop it. Prerequisite, Education 306 (or 305). 4 hours. (3 hours theory plus 2 hours laboratory).
317. **Audio-Visual Methods in Education.** Selection and utilization of audio-visual methods in the teaching situation, elementary through adult levels. The use of the motion picture, slides, film strips, and recordings particularly stressed. Prerequisite, Education 306, or 345, or 305. 4 hours.
330. **History of Education.** The chief aim to afford the teacher the sanity of judgment that comes only by seeing present-day education in perspective against its historical background; and to trace the evolution of educational ideals and practice in response to social needs and to the contributions of philosophic and scientific thought. Prerequisite, Education 306, or 345, or 305. 4 hours.
331. **American Public Education.** A general overview of the entire field of American public education. Consideration given to present-day issues, problems, trends and experimentation in all areas of education. Special attention given to general organization and administration, personnel, curriculum, and newer instructional materials. Prerequisite, Education 306, or 345, or 305. 4 hours. Offered every term.
333. **Field Work in Elementary Education.** Special problems in the teaching, supervision, or administration of elementary or rural schools. Admission by consent of instructor. Credit not granted for both Education 333 and 433 (Workshop in Elementary Education). 4 hours.
337. **Reading in the Elementary School.** The principles of reading instruction and the factors that condition reading, together with grade placement of aims and materials; approved techniques of approach, diagnostic and remedial treatment. Problem cases in reading studied. Methods developed by recent research and practice brought to class. Prerequisites, Education 305 or 306 or 345; 314 or 315. 4 hours.
338. **Problems of Remedial Reading in the High School.** A course dealing with characteristic weaknesses in reading ability of high school students and suggesting remedial methods. Prerequisite, senior classification. 2 hours.
339. **The School and the Community.** A consideration of the place of the school in the community, the implications of out-of-school agencies, and the educational needs growing out of the environment. Surveys of educational resources in the community and effective use of these resources in developing a school curriculum. Open to juniors and to others by permission of instructor. 4 hours.
351. **The School Library and the School Program.** The integrated use of library materials in the school program; reading interests and habits of children and adolescents; principles of book-selection; reading guidance. Prerequisite, Education 205. 4 hours.
- 352, 353. **School Library, Organization and Management.** Two courses giving techniques in organizing the small school library, and in making it function. Equipment, records, library activities; acquisition, classification, and simplified cataloging of books. Prerequisite, Education 351. These courses to be taken in sequence: 352, Winter; 353, Spring. 4 hours each.
355. **Philosophy of Education.** A consideration of the philosophical principles of education and of the educational theories and agencies involved in the work of the schools. Prerequisite, Education 305, or 345. 4 hours. (See also Philosophy 355.)

- 361, 362. **Rural and Elementary Curriculum.** Field laboratory courses, designed especially for in-service rural teachers, classes meeting as ordinary extension classes. Instructor visiting the schools represented and making their curriculum problems the bases of discussions in the classes. Teachers expected to improve and enrich the curriculum of their schools as a result of these discussions. College subject matter specialists to assist the classes in curriculum revision. Extensive readings. Education 361 a prerequisite to 362. 4 hours.
367. **Structure and Operation of the American Public School System.** A functional overview of American education today; future possibilities as indicated by present trends and recognized needs. The scope of American education, the function of the school in the modern democratic state, conditions, requisite to the development of adequate education in the typical midwestern community, and typical practices and characteristics of the modern school. Prerequisite, Education 305 or 345. 4 hours.
371. **Foundations of Education.** An overview of the various areas of education. Problems in educational philosophy, educational sociology, psychology, administration and curriculum development discussed, with emphasis on recent trends. Diversified readings in each area. Prerequisites, two courses in education, and junior standing. 4 hours.
380. **Kindergarten Education.** The mechanisms and functional changes in the development of the pre-school child. The two hours in the kindergarten used in the study of a few children and in the checking of these observations with the literature in the field. Designed to accompany student teaching. Prerequisite, consent of instructor. 4 hours.
381. **Educational Sociology.** The methods, principles, and data of sociology as applied to the study and practice of education, centering about the socializing process, and those social institutions that are closely related to education in a democracy. Prerequisite, consent of instructor. 4 hours.
390. **Workshop in Rural Education.** Group and individual problems related to meeting child and community needs; includes class discussion of general problems, individual and group conferences; observation in a rural demonstration school; excursions, and participation in other activities with the guidance of specialists in these fields. Special consideration given to ways of utilizing environmental resources in providing for child growth and development. Credit not granted for both Education 390 (Workshop in Rural Education) and Education 433 (Workshop in Elementary Education). 6-8 hours credit. Summer and other terms by arrangement.
401. **Problems in Public School Reading.** Requirements: attendance at all sessions of a reading conference; preparation of a paper showing practical applications of theory to the student's own teaching situation. 2 hours, Summer.
424. **School Administration.** A course designed primarily for those who look forward to positions as supervisors, principals, or superintendents. Prerequisite, Guidance and Special Education 305 or 345. 4 hours.
432. **Public Opinion, Propaganda, and Education.** A course analyzing and classifying propaganda and giving means of combating it. Designed to show how public opinion is formed, by use of current materials from the different channels of communication. The differences between propaganda and indoctrination. Prerequisite, consent of instructor. 4 hours.

433. **Workshop in Elementary Education.** Course designed to meet the immediate needs of in-service teachers in special areas such as curriculum advancement, remedial teaching, child development, etc. Credit not granted for Education 433 if the student has had Education 333 (Field Work in Elementary Education) or Education 390 (Workshop in Rural Education). 4 hours.
456. **School Supervision.** The function of the principal or supervisor in the improvement of instruction. Some activities, methods, and devices for improving the effectiveness of teaching. The course designed for present and prospective principals or supervisors who wish to familiarize themselves with accepted principles of supervision in elementary and secondary schools. Prerequisites, three courses in education, and teaching experience. 4 hours.
460. **(360). Curriculum.** Modern practices and procedures in curriculum development; principles of evaluation; practice in evaluation and construction of curriculum areas, with attention to the professional, social, economic, and other major factors in curriculum planning. Prerequisite, consent of instructor. 4 hours.
461. **The Elementary School Curriculum.** A critical study of the reorganization, construction, and administration of the elementary school curriculum in the light of modern educational principles and objectives, the data contributed by research, and the best current practices found throughout the country. Special attention given to organization of staff for curriculum study, to basic issues in realizing a sound curriculum, and to installation, adaptation, and administration of the revised curriculum. 4 hours.
470. **Extra-class Activities.** A course designed to give the student an overall picture of the extra-class activities as they are found in presentday elementary and secondary schools. Student expected to specialize in one extra-class activity in terms of his own interest and needs. Prerequisite, consent of instructor. 4 hours.
- 500-510. **Graduate Seminar in Education.** For majors and minors in graduate education. How to choose research topics and how to conduct research activities. The selection of a subject for research and presentation of it, when completed, before the seminar group. 4 hours.
523. **The Theory and Legal Basis of American Education.** Present-day objectives and principles of education in the light of the social theory upon which they rest. Guided reading and library research, with individual and group conferences. Special emphasis on Illinois School Law. 4 hours.
527. **Administrative Problems of Small Schools.** A field laboratory course for principals and superintendents, both elementary and secondary, focused upon specific problems presented by the students. Two days a week devoted to visiting schools in the area, and the remaining days spent in research and in seminar. Problems of plant construction and maintenance, budgeting, evaluation, curriculum, classroom organization, office practice, and administration. Specialists used as consultants where possible. Limited to administrators. 6 hours.
533. **School Buildings.** A course dealing with the various phases of physical plant design and maintenance which are of concern to the school administrator. Major topics treated: (1) site selection and development; (2) general criteria of a good school plant; (3) functional space requirements of elementary, junior high, and high schools; (4) characteristics of desirable service systems and equipment; (5) economical and effective maintenance; (6) techniques for evaluating school plant facilities, including the survey; (7) comparative cost. Students who have had 402 or 525 not to enroll in this course. 4 hours.

534. **School Finance.** A course dealing with the fiscal administration of public education at the national, state, and local levels. Topics treated: (1) principles of school finance; (2) income sources, budgeting, accounting, and auditing procedures. (3) the management of school indebtedness; (4) purchasing; (5) insurance and depreciation; (6) salaries; (7) transportation cost. Course duplicates Education 525. Prerequisite, Education 424. 4 hours.
535. **Research in Problems of Administration.** An intensive four-week course for school principals, on theory and principles of administration for small schools; special administrative problems, school plant evaluation, curriculum revision, class scheduling, budgeting and school accounting, community relationships, supervision, pupil accounting, and evaluation of instructional services. 4 hours.
539. **Community Development through the School.** A course requiring comprehensive survey of the resources of a particular community; the cataloguing of material for use by the teachers of the community, to help determine needed curriculum changes. 4 hours.
541. **Modern Science Teaching in the Elementary School.** Course designed to help teachers with the problems of teaching science in the elementary school. Includes aims, methods, materials, and equipment. Special emphasis placed upon grade placement of materials and use of community resources. 4 hours.
542. **Language Arts in the Elementary School.** A study of the practical bearings of investigation and theory on improvement of current practices in the teaching of the language arts other than reading. Attention given to evaluation of teaching materials in the language arts areas. 4 hours.
544. **Contrasting Philosophies of Education.** A course dealing, both historically and contemporaneously, with the ideologies which have developed from differing concepts of education; and emphasizing the alternatives facing American educators in the immediate future. 4 hours.
555. **Philosophical Foundations of Education.** A course examining, in the primary sources, the basic concepts which have influenced and are influencing modern education. Research in tracing down and reporting the development of these concepts; tests on general reading. 4 hours.
556. **Seminar in Educational Supervision.** The major objectives of the course: to guide the student in research on present practice and experiment in supervision; to acquaint the student with the theory and principles of supervision; to familiarize him with the courses of authoritative opinion and theory in the field; and to relate the theory and principles of supervision to those of teaching and administration. 4 hours.
561. **Curriculum Adjustment.** A thorough study of curriculum trends in the United States and also a thorough study of the curriculum of one individual school, with recommendations for a program of changes to be made. 4 hours.
563. **Organization of the Elementary School.** An analysis of types of elementary school organization, with special attention to the influence of school organization upon the educational program. Application of research findings to selection and use of materials of instruction. Special consideration given to students' professional problems. 4 hours.

Guidance and Special Education

Professor Marshall S. Hiskey, Ph.D., Chairman

Professor William N. Phelps, Ed.D.

Professor W. A. Thalman, Ph.D.

Associate Professor Maude A. Stewart, Ed.D.

Assistant Professor John O. Anderson, Ph.D. (On Military Leave)

Assistant Professor Ledford J. Bischof, Ed.D.

Assistant Professor Eugene D. Fitzpatrick, Ph.D.

The Department of Guidance and Special Education has been offering an undergraduate major and minor in educational psychology. The major has required 48 quarter hours, and the minor, 24. Suggested courses: 205, 305, 306, 345, 410, 413, 417, 420, 421, 422, 425, 426, 442, 465.

In addition, students may receive sufficient work in the areas of special education to qualify for the limited state certificate for teachers of exceptional children. Such a certificate may be obtained in addition to the Limited State Certificate at the elementary level by completion of additional hours in the appropriate area of specialization. In Illinois, to meet the minimum requirement for a Special Teaching Certificate or a Limited Special Certificate, one should add approximately 24 hours of special work to the work he would be taking to complete a bachelor's degree.

Majors in the area of guidance and counseling are limited to those working on masters degrees. Students may also obtain a major in special education at the graduate level. Students who plan to take such majors at the graduate level should make every effort to take 345, 421 or 422, and 445 at the undergraduate level.

205. **Introduction to Psychology.** A fundamental course, giving a description of human behavior and a basis for its study; including a brief statement regarding the development of psychology; describing motivation and mental states, such as emotions, conflicts, and frustrations; acquainting the student with the ways in which one comes to know the world around him through perceptual experiences; giving an understanding of attention and how it may be developed; describing the learning process and its relationship to thinking and reasoning; giving a description of native intelligence, and discussing the relationship of the individual to his social world; dealing in the final discussions with the physiological processes involved in brain activity. 4 hours. Offered every term.
305. **Educational Psychology.** A course primarily for teachers, designed to help them to develop an appreciation and understanding of behavior; intelligence and its measurement; the use of test results; principles of learning and their application to teaching; and individual differences. Prerequisite, Guidance and Special Education 205. 4 hours. Offered every term.
306. **Child Psychology and Development.** The fundamental facts and principles of psychology necessary to the understanding of the physical, mental, emotional, social, language, moral, religious, esthetic, and play growth and development of children, and the influence of home and school environment on this growth. Observations of pre-adolescent children. Prerequisite, Guidance and Special Education 205. 4 hours.
345. **Psychology of Adolescence.** Development of the individual through adolescence, and correlation of adolescence with childhood. Adolescence in its physical, mental, emotional, social, moral, and religious aspects; its motivations, drives, and interests. Personality development, including behavior patterns; mental variations, such as amentia, disintegrations, psychopathy, dementia praecox, and some psychoses; hygiene of adolescence; juvenile delinquency; guidance. Prerequisite, Guidance and Special Education 205. 4 hours. Offered every term.

410. **Education of the Mentally Retarded.** A study of the objectives, curriculum, methods and materials of instruction for slow learners. Emphasis upon methods and organization of work in classes for the mentally retarded, and the principles of learning as they can be applied to this group. An interpretation of the above into the educational practices of regular and special classes. Prerequisite, either Guidance and Special Education, 305, 306, or 345. 4 hours.
411. **Education of the Partially Sighted and Blind.** A study of the objectives, curriculum, methods and techniques of instruction of classes for the partially sighted. Special emphasis to program organization, sight conservation in the regular classroom, special equipment, handling of serious defects in special classes, and observations of sight-saving classes in the area. Prerequisite, same as Guidance and Special Education 410. 4 hours.
413. **Organization, Administration, and Supervision of Special Classes.** Emphasis upon the functions, underlying principles, and cautions to be observed in the organization and administration of special classes. The selection and training of teachers, problems of supervision, and relationship of special classes to each other and to regular classes considered, along with special equipment, transportation, cooperating agencies, and legal aspects of the program. Prerequisite, same as Guidance and Special Education 410. 4 hours.
415. **Education of the Deaf and Hard of Hearing.** An introduction to methods of teaching reading and developing language sense in the deaf and hard of hearing, with special emphasis upon the tactile, visual, and kinesthetic experiences. Also, an introduction to lip reading, and bone conduction of sound; hearing aids, and other special equipment presented in terms of their educational application. Observations of classes for the hard of hearing. Prerequisite, same as Guidance and Special Education 410, Speech 105 and 212. 4 hours.
417. **The Atypical Child and Social Agencies.** A survey of the social agencies contributing to the welfare and care of exceptional children. Emphasis given not only to services rendered but to methods of contact, costs, etc. Visitations made to some agencies and institutions, and specialists invited to appear before the class. Prerequisite, either Guidance and Special Education 305, 306, or 345, and Sociology 101. 4 hours.
419. **Principles and Methods of Teaching Lip Reading.** A study of the objectives and techniques for visual speech reading of the hard of hearing. Emphasis given to foundation exercises, followed by actual practice under direct supervision. Speech reading problems studied. Prerequisite, same as Guidance and Special Education 415. 4 hours.
420. **Educational Statistics.** Open to graduate students and seniors. A course offering critical analysis of the structure and content of objective tests; experiences in the computing of various measures of central tendency and variability; study of norms and standards; interpretation of statistical graphs and tables used in education; study of correlations of reliability and validity, and of applications of statistics in education and educational psychology. Prerequisite, Guidance and Special Education 205, 306, or 345, and Math. 120 or equivalent. 4 hours.
421. **Tests and Measurements in the Secondary School.** An acquaintance of the student not only with the various tests of intelligence, achievement, and personality, but also with the administering, scoring, and interpreting of such tests. Attention to the planning of testing programs for the public schools and also to the preparation of an objective test by the student in the field in which he plans to teach. Course includes an introductory approach into the measures of central tendency, variability, study of correlation. Each member of class to collect his own library of tests. 4 hours.

422. **Tests and Measurements in the Elementary School.** The methods and uses and objective measurements for the diagnosis, appraisal, and guidance of learning, and the improvement of teaching. Special emphasis given to mental, achievement, and aptitude tests, their evaluation, methods of administering, and analysis of results. Attention also given to the construction of class-room tests by the teacher. Prerequisite, either Guidance and Special Education 305, 306, or 345. 4 hours.
425. **Diagnosis and Treatment of School Behavior Problems.** Etiological factors, differential diagnosis, and methods of treatment of behavior-problem children. The maladjusted child in relation to problems of individual differences, and the education of exceptional children. Methods of diagnosis employed in various clinics and schools; intra-community and extra-community facilities available in treatment programs. Emphasis upon the attacking of behavior problems through liaison of school, home, and community. In-service field work in the students' schools and communities. Prerequisite, consent of instructor. 4 hours.
426. **Symposium on Procedures in Individual Guidance.** Weekly seminars, to acquaint students with the techniques used in individual guidance, such as the administration, scoring, and interpretation of intelligence tests, achievement tests, diagnostic tests, and tests of personality; the procedures used in the study of problems of behavior and maladjustment; the carrying on of home visitations by the student himself; the actual application of special techniques in corrective reading and in mathematics, and the objective experiences in the practical study of health problems—both physical and mental. Each student in the seminar to select one child to serve as his "subject" in the learning of these techniques. A course designed to promote learning experiences for pre-service and in-service teachers. Prerequisite, Guidance and Special Education 205, 306, and (or) 345; and 421 and 422. At least one course in diagnostic and (or) remedial reading. Sociology 101. Health Education 202. 4 hours.
442. **Guidance Services in the Public Schools.** A basic introductory course designed to give the student an over-all picture of the student personnel services program, and an understanding of the student personnel point of view. Focusing attention on the individual student and his problems and including a rapid survey of the history, principles, problems, procedures, organization, and supervision of educational, personal, and vocational guidance in the public schools. Recommended as the first course in the field for counselors, advisers, deans, visiting teachers, home-room and class-room teachers, school administrators, and others interested in public school guidance. 4 hours.
445. **Mental Hygiene.** Mental habits, attitudes, and ideals which prevent or promote healthy minds, and the place of mental hygiene in the instructional and guidance programs of the school. Mental hygiene as a contributing factor to the community recreational program. Practical procedures for administrators and teachers in dealing with the emotions and personality problems of school children. Prerequisite, Guidance and Special Education 305, 306, or 345. 4 hours.
465. **Seminar in the Psychology of Elementary School Subjects.** Psychological principles of learning applied to the mastery of materials used in the elementary school subjects. Studies by students in their areas of interest in the elementary school field; and studies in the literature pertaining to learning and to teaching—in that area. Regular individual conferences

and library reports. Prerequisite, Guidance and Special Education 305, 306, or 345. 4 hours.

- 500-510. Research.** For majors and minors in the area of guidance and special education. Bases for choosing research topics and for conducting research activities. Each student to select a topic for research and to present it, upon completion, to the staff. 4 hours.
- 511. Advanced Psychology of Learning.** Emphasis given to research in learning, motivation, individual differences, and adjustment as it applies to the problems of learning. A survey of major theories of learning as developed by contemporary psychologists, and an examination of evaluation practices in the light of professional philosophies and established principles of effective learning. Prerequisite, Guidance and Special Education 305, 306, or 345. 4 hours.
- 514. Psychology of Exceptional Children.** A study of the research dealing with physical, mental, emotional, and social traits of all types of exceptional children. Particular stress upon the effects of such handicaps in learning situations. Attention to the problems and methods of teaching the handicapped; to methods of diagnosis and differentiation, as well as to techniques employed for rehabilitation. Individual case studies. Observations and field trips. Prerequisite, Guidance and Special Education 305, 306, or 345. 4 hours.
- 515. Seminar in Advanced Educational Psychology.** A review of the various schools of psychology. Special emphasis on the learning process as it relates to the cultural heritage, perception, and mental development, emotional maturation, personality development, motivations, and special problems of learning encountered by the classroom teacher. Individual special study, to emphasize understandings in adolescent or child development areas. Prerequisite, same as Guidance and Special Education 514. 4 hours.
- 517. Introduction to Clinical Methods in Education and Psychology.** A course including a historical treatise of the origin and development of methods used in clinical psychology; the relationship of clinical methods to diagnosis, prognosis, and treatment. Special consideration to the functions of the clinician, and to the role of the school psychologist, and the psychologist in guidance centers, state institutions, and educational clinics. Consideration of the most frequently used clinical methods and therapeutic procedures, and of the more practical of the projective techniques. Prerequisite, same as Guidance and Special Education 426. 4 hours.
- 520. Advanced Educational Statistics.** Statistics as a tool for the general educator and research worker. Characteristics and applications of the normal distribution curve; reliability of statistics, significance of differences; testing hypotheses; prediction and errors of prediction; analysis of variance; and correlation methods. 3 hours lecture and 2 hours laboratory. Open to graduate students with a prerequisite of Guidance and Special Education 420 and 421 or 422. 4 hours.
- 523. Measurement of Interests and Aptitudes.** Various measures of interests and aptitudes, such as clerical, manual dexterity, mechanical, artistic, etc., studied and applied to both individual and group situations. Basic concepts of validity, reliability, appropriateness of norms, and the possibilities and limitations of interpretation considered with each instrument. Test selection, administration, and reporting of test results given to student for a practical point of view regarding aptitude and interest measurement. Prerequisite, Guidance and Special Education 420 or 421. 4 hours.

526. **Techniques and Therapy in Individual Guidance.** A course to encourage the graduate student to use his initiative and to bring together many ideas, concepts, and learnings which have been acquired in previous courses. Psychometric procedures used for analysis; interviews held with subjects, parents, and teachers. Study of the reports given by physicians as they pertain to the subject under observation, and of the recommendations of therapy. Each student to work with one individual throughout the term, under staff direction. Prerequisite, same as for Guidance and Special Education in 426. 4 hours.
528. **Therapeutic Treatment of the Individual Student.** A continuation of 426 or 526. Each member of the class to work with a subject for a period of 12 weeks—learning the therapy which applies to the particular case and actually carrying out the treatment. Regular seminars and individual direction and guidance offered by the members of the staff. Problems in the areas of educational difficulties, personality disorders, truancy, lying, stealing, withdrawing or aggressive behavior, sensory defects, physical disorder, etc. Prerequisite, Guidance and Special Education 426 or 526. 4 hours.
529. **Group Methods in Educational Therapy.** Individual research upon the interactions between the groups and the individual as related to treatment. Prerequisite, Guidance and Special Education 426 or 526. 4 hours.
536. **Techniques in Individual Educational Measurement.** A course for theory and practice in administering individual intelligence tests, such as the Stanford Binet and Cornell-Coxe Performance Ability Scale. For students contemplating qualifying as clinicians, remedial teachers, or specialists. Each student to administer the tests to pupils of varying ages, and to interpret the results. Prerequisite, Guidance and Special Education 205; 306 or 345; 421 or 422. Open only to majors in the department. 4 hours.
537. **Special Tests for the Atypical.** A course for those who wish to specialize in the field. A continuation of the practical and technical approach to diagnosis and evaluation. Performance type scales stressed, with special emphasis on the Wechsler-Bellevue Scales (Both adult and children's forms); tests for the deaf, the blind, the speech-defective, the paralytic, etc. Participation in actual programs involving referral cases. Prerequisite, Guidance and Special Education 536. 4 hours.
541. **Occupational Information and Guidance.** A course designed to acquaint the student with source materials in occupational information; the organization and use of these materials in the vocational counseling process; job analyses; occupational families; means of studying an occupation; the use of the Dictionary of Occupational Titles; occupational trends; occupations for special groups; study of community resources. Prerequisite, Guidance and Special Education 442. 4 hours.
542. **Techniques of Counseling.** A general introduction to the principles and philosophy of counseling, with intensive study of the techniques of observation, rating scales, autobiography and personal documents, daily schedules, interview projective techniques, test materials, cumulative and anecdotal records, sociometric devices, and case methods. Attention to the qualities of a good counselor and his training. A basic requirement for the guidance major and useful to both the classroom teacher and the school administrator. 4 hours.
543. **Guidance through Groups.** A review of methods and materials for teaching courses in orientation, in occupational opportunities, and in the organization and utilization of home rooms, clubs, and organizational activities for guidance purposes. An introduction to group dynamics, and to the relationships between individual and group counseling. Prerequisite, Guidance and Special Education 442. 4 hours.

- 545. Problems in Guidance.** A seminar-laboratory course in the organization, administration, and supervision of guidance programs. Emphasis upon types of organization, training and direction of faculty personnel in conducting guidance work, individual and group tools and techniques, supplies, equipment, etc. A course to bring together the areas covered in training courses and to organize them into a unified whole. Open to majors of advanced standing only. 4 hours.
- 546. Practicum in the Educational Application of Clinical Psychology.** Advanced students to receive clinical experience at the State Hospital at Anna and to participate in staffings, clinics, seminars, and conferences. Special attention to personality aberrations, to enable students to detect the onset of these atypical characteristics in children and adolescents in school situations. Psychometric techniques, and some actual practice in psychotherapy. 8 hours.
- 575. Practicum in Clinical Work for School Psychologists.** A laboratory-research course for majors of advanced standing. Very limited number of students approved for practical experience and research in the child guidance clinic; these to assist with clinical cases and become familiar with the entire program of the clinic. Research project in connection with the practical experience, the student to spend a minimum of 8 hours per week "on the job". 4 hours.
- 576. Practicum in School Personnel Work.** A laboratory-research course for limited number of majors of advanced standing. Practical experience and research in the student personnel offices on the campus, the students to assist with testing programs, keeping of records, counseling of students, etc. and thus to become familiar with the entire student personnel program. A research project in connection with the practical experience, the student to spend a minimum of 12 hours per week "on the job". 4 hours.
- 577 (477). Practicum in Special Education.** Practical experience in working with atypical children. The student to spend a minimum of 8-16 hours per week in the classroom. In the main the time to be spent with the group of atypical children which exemplify the student's area of specialization. 4-8 hours.

Health Education

Professor R. W. Bradshaw, M.D.
 Lecturer Ralph H. Boatman, M.P.H., Acting Chairman
 Assistant Professor Florence E. Denny, M.A.
 Instructor A. Frank Bridges, Dir. of Health and Safety
 Instructor Frances K. Phillips, M.A.
 Lecturer R. F. Sondag, M.D.
 Assistant Instructor William McBride, M.S. in Ed.
 Faculty Assistant Pearl A. Bayne, R.N.

A major in the Department of Health Education will not be offered at the present time. Students who started a major or minor in the Physiology and Health Education Department prior to its separation into two departments will be given an opportunity to complete their work.

The Department of Health Education offers courses of study in various areas that are of interest to the future teacher, social worker, nurse, or public health worker. Students who are planning to teach on the secondary level in related fields of physical education, social studies, or biology will find courses which are applicable on a 24-hour minor, and which will enrich their field of major interest. Students who are planning to enter nursing schools, graduate schools of public health, or graduate schools of health education will be given individual counseling and guidance in the selection of their courses of study.

A minimum of 24 hours is required for a minor in health education. Twelve of the 24 hours must be in courses numbered 300 or above. Because of differences of individual needs, there will be some differences in the requirements for the minor, so individual guidance will be given.

Health Education 202 is required of all students of the University for graduation. Physiology 209 and Physiology 300 are required and applicable on the health education minor if they are not applied on the student's major.

Suggested courses for minors in health education are Health Education 200, 202, 210, 225, 232, 233, and 350.

The following courses are urged as background information for the prospective health education minor and are suggested as electives: Education 350, 421, and 426, Physiology 301, Health Education 313, and Sociology 375.

- 200. Control of Communicable Diseases in the Public Schools.** A study of the principles of prevention of the communicable diseases most prevalent in public schools, and the application of these principles to the individual and to the community. 2 hours. Fall, Winter, Spring.
- 202. Health Education.** A survey course. The meaning of health; the building of health attitudes and practices; personal and community health problems; introduction to problems of healthful living in the public schools. Prerequisite, or its equivalent, for all 300 courses. For third-term freshmen and advanced students only. 4 hours. Offered each term.
- 203. Physical Handicaps to Learning.** Designed for teachers to aid in detecting deviations from the health norms in children and young adults. Meaning of the health examination; methods used in correction of remediable defects; agencies whose help can be secured in the care of the physically handicapped. Denny, Phillips. 3 hours. Fall, or upon request.
- 206. Hygiene of the Home.** Child hygiene in the pre-school age; home nursing care of the young child; first aid in the home; home sanitation; food preservation. 2 hours. Spring and Summer.
- 210. Home Nursing.** Theory; practice and demonstration in equipment and care of the sick room; routine care of patients; maternal and child care; recognition of more common symptoms of disease; administration of simple treatments. Denny. 4 hours. Fall, Winter, Spring.
- 225. Community Health Problems.** Methods of water purification; sewage disposal; diseases transmitted by contaminated food, water, and milk; the problem of food handling. 3 hours. Winter.
- 230. Safety in Physical Education.** The prevention and treatment of athletic injuries; the most commonly occurring athletic injuries and infections; methods considered for prevention, recognition, and treatment. Bridges and Phillips. 2 hours. Fall and Winter.
- 232. Beginning First Aid.** Red Cross First Aid Course as a basis. 2 hours. Spring and Winter.
- 233. Advanced First Aid.** Red Cross First Aid Course as a basis. Prerequisite, Health Education 232 or its equivalent. 1 hour.
- 302. Driver Education and Training.** To prepare the college student for teaching Driver Education and Training in the secondary school. The different instruction plans outlined; obtaining the car, insurance, road testing, psycho-physical testing, and source materials carefully treated. Driver Education and Training certificates to be awarded class members who satisfactorily complete the course. Prerequisite, Illinois Drivers License. Bridges. 2 hours. Fall and Spring or Summer.

- 306. Introduction to Health Education.** An introduction to the philosophy of health education. Stress placed upon the significance of the teacher's understanding the growth and development of the child. 3 hours. Fall and Spring.
- 310. Public Health Aspects of Maternal and Child Hygiene.** Public health programs concerned with maternal and child hygiene studied; community responsibilities for maternal and child hygiene discussed. Denny, Boatman. 2 hours.
- 311. Child Development.** Physical development of the child, beginning with the study of pregnancy, prenatal and postnatal care, and the physical development of the child from birth to puberty. Denny. 2 hours.
- 312. Emotional Health.** Designed for prospective teachers and parents. Emotional health of the teacher and parent discussed in terms of its influence upon the child in the classroom. Prerequisite, Health Education 311, or its equivalent. Denny. 4 hours.
- 313. Health and Safety.** Preparation for teaching safety education in public schools. Traffic safety given major consideration, but other phases of safety education and health treated. Bridges. 4 hours. Summer and Fall.
- 350. Health Education Methods and Materials Applicable to Public Schools.** Designed to show the prospective teacher the scope of the school health program; environment, health services, community responsibilities, classroom teaching, and relationship of school health program to other areas of school program. Emphasis upon the importance of a school health program and the teacher's role in the program; teacher's relationship to physician, nurse, and parent. Demonstration of vision, hearing, and daily screening techniques and study of various equipment and materials used in the school health program. Recommended for all prospective teachers. Prerequisite, Health Education 202, or its equivalent. 4 hours. Offered two or three times during year, as required.
- 355. Public Health Administration.** An introduction to the federal, state, and local official public health agencies, and voluntary public health agencies; their organization, functions, and relationship to school and community health programs. Work emphasized by visits to local and state public health agencies. Prerequisite, Health Education 306, or 350. Boatman, Denny. 4 hours. Spring.
- 361. Workshop in Health Education.** Summer course designed for in-service teachers, administrators, advanced students, nurses, social workers, and others interested in public health aspects of school and community living. Individual problems of classroom health treated as units of study, together with other units in such fields as speech defects and their detection and correction, communicable disease control, nutrition, social and mental hygiene. Lectures, demonstrations, films, field trips and individually supervised research in special problems. Prerequisite, Health Education 202, or its equivalent. 8 hours. Summer.
- 365. Problems of Health Education in the Public Schools.** A study of existing health education programs in the public schools, emphasized by observations of type programs in off-campus schools; investigation of recent developments in education and their influence upon school health education. Prerequisite, Health Education, 350, or its equivalent. Boatman. 4 hours. Fall or Spring.

Library Service

Robert H. Muller, Ph.D., Chairman

In the spring of 1951, the Board of Trustees approved the establishment of a Department of Library Service. The curricula will be announced as they are organized. This department has been tentatively placed in the College of Education.

Physical Education for Men

Associate Professor Leland P. Lingle, M.A.

Associate Professor Glenn Martin, M.A.

Assistant Professor Cecil C. Franklin, Jr., Dir. of P. Ed., Chairman

Assistant Professor William Freeberg, D.Rec.

Assistant Professor Lynn C. Holder, M.S. in Ed.

Lecturer Norman E. White, Dir. of P. Ed.

Instructor Russell Lee Bush, M.P.E. (On Military Leave)

Instructor William Edward O'Brien, M.S. in P. Ed. (On Military Leave)

Instructor William H. Waller, M.S.

Assistant Instructor John D. Corn, B.S. in Ed.

Faculty Assistant M. Stanley Wilson

Physical Education courses 151, 152, and 153 are required of all freshmen and are part of the general university requirements for graduation. All students must have these courses for graduation or offer, in lieu thereof, three quarters of competition on a varsity squad, each quarter in a different sport. Six hours of physical education activity is the maximum credit which may be accepted toward graduation requirements.

Courses 145, 149, 151, 152, 153, 170, 171, 172, 173, 174, 175, 178, and 179 do not count toward a major or minor. Physical Education 230, Folk Dance, and Physical Education 239, Social Dancing, taught in the Department of Physical Education for Women may be substituted for a similar period of 151, 152, or 153.

It is required that regulation gym suits be worn in all activity classes in physical education. These may be purchased at the book store for approximately one dollar (trunks and jersey). Combination locks for lockers may be rented or bought at the book store.

Forty-eight quarter hours in the Department of Physical Education for Men (exclusive of the required freshman physical education or its equivalent) and approval of the chairman of the department are required for a major in physical education. These courses include 206, 207, 220, 221, 241, 302, 303, 340, 353, 370 and 375, or 380, plus a minimum of 13 quarter hours of sports, techniques and theory selected from courses 210, 257, 330, 358, 372, and 356.

For a minor in physical education, 24 hours are required, including 206, 220, 221, 241, 302, and 340, plus a minimum of 4 hours elected from courses 210, 257, 330, 356, 358, 372, electives to total 24 hours, and approval of the Chairman of the Department.

Courses 245, Conduct of Play Activities, and 319, Teaching Elementary School Group Activities, taught in the Physical Education Department for Women may be taken as electives on the major in physical education.

Physiology 209, Introduction to Physiology, 4 hours, and Physiology 303, Physiology of Exercise, 2 hours, are recommended as outside electives for majors in Physical Education.

At the present time no graduate work is offered in the Department of Physical Education for Men.

Suggested Curriculum in College of Education

Freshman Year			
Fall	Hours	Spring	
P.E. 151 or Equivalent	2	Health Ed. 202.....	4
P.E. 206	2	P.E. 152 or Equivalent	2
Eng. 101	3	Eng. 102	3
Art 120 or Mus. 100..	3	Geog. 100, Soc. 101 or Econ. 205.....	5
Govt. 101 or 231.....	5	Electives	3
Electives	2		
	17		17
			17
Sophomore Year			
P.E. 220	2	Eng. 205, 206, 209, 211 or 212.....	3
P.E. 241	2	Eng. 300 or 391.....	3
Eng. 205, 206, 209 211 or 212.....	3	Geog. 100, Soc. 101 or Econ.	5
Guid. 205	4	Math., Physics or Chem.	4
Math., Physics or Chem.	4	Electives	2
Electives	2		
	17		17
			17-18
Junior Year			
P.E. 210*	2	P.E. 330*	3
P.E. 257 and/or*	2	P.E. 221	2
P.E. 358*	3	P.E. 302†	4
P.E. 340	3	Physiol. 300	4
Educ. 315	4	Electives	4
Educ. 310	4		
	15-18		17
			17-18
Senior Year			
P.E. 370	4	P.E. 375 and/or.....	4
Educ. 331	4	P.E. 380	4
Electives	10	Electives	10
	18		18
			18

*A minimum total of 13 quarter hours must be selected from the 19 quarter hours offered in Baseball, Basketball, Football, and Track.

†Prerequisite, Physiology 300, (Anatomy).

‡Must be completed before enrolling for supervised Student Teaching in Physical Education.

Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

145.Physical Education.** Softball, track, archery, tennis. Equivalent in credit to 151, 152, or 153. 2 hours. Summer.

149.Adapted and Restricted Activities.** For students with functional or structural disorders. Credit equivalent to 151, 152, or 153. 5 times a week. 2 hours. Fall, Winter, and Spring.

151.Physical Education.** Group games, relays, individual combative contests, touch football, volleyball, and speedball. 1 hour a day, 5 days a week. 2 hours. Fall.

152.Physical Education.** Basketball, aerial darts, badminton, table tennis, paddle tennis, games of low organization, wrestling, stunts, tumbling, and apparatus. 1 hour a day, 5 days a week. 2 hours. Winter.

153.Physical Education.** Track and field events, softball, tennis, archery, horseshoes, golf, and games of low organization. 1 hour a day, 5 days a week. 2 hours.

**Does not count toward major or minor.

- 170.****Varsity Football.** Physical education credit given to the men remaining on the squad of the university-supported football team during the fall term. Students with no chance of making the team not dropped from the squad, but encouraged to learn the game and to participate for its inherent values. 5 days per week. 2 hours.
- 171.****Varsity Basketball.** Same observations for this course as for 170, for students retained on the varsity squad.
- 172.****Varsity Track.** See comments under 170.
- 173.****Varsity Tennis.** See comments under 170.
- 174.****Varsity Gymnastics.** See comments under 170.
- 175.****Varsity Baseball.** See comments under 170.
- 178.****Varsity Cross Country.** See comments under 170.
- 179.****Varsity Wrestling.** See comments under 170.
202. **Wrestling.** Course designed to give knowledge of rules, teaching methods, and history, and to give practical work in wrestling techniques. 1 hour a day, 4 days a week. 3 hours. Winter.
204. **Elementary Swimming.** Instruction and practice in all of the beginning fundamental strokes, floats, and kicks. Individual instruction given as needed. 2 hours. Summer.
205. **Advanced Swimming.** Further practice and study of all recognized strokes; development of speed, endurance, rhythm, and timing stressed. Prerequisite, passing of elementary swimming test. 3 days a week, 2 hours a day, for 4 weeks. 1 hour. Summer.
206. **Stunts and Tumbling.** Course aimed principally to develop, by practice, individual technique in calisthenics, tumbling, simple stunts, and trampoline work; also to develop in students safety, skills, and teaching techniques, as well as to teach them a number of activities. 1 hour a day, 4 days a week. 2 hours. Fall.
207. **Apparatus.** Course aimed principally to develop in students individual techniques, in calisthenics and in heavy apparatus; also, to develop in them safety skills and teaching techniques as well as to teach them a number of activities. 1 hour a day, 4 days a week. 2 hours.
210. **Basketball Techniques.** Course dealing with individual basketball fundamentals, with special emphasis on passing, pivoting, basket-shooting, dribbling, and individual defense. 1 hour a day, 4 days a week. 2 hours. Winter term.
220. **Recreational Activities and Games (outdoor).** Techniques, skills, and rules taught by student participation in individual and group outdoor recreational sports. 4 days a week. 2 hours.
221. **Recreational Activities and Games (indoor).** Techniques, skills, and rules taught by student participation in individual and group indoor recreational sports. 4 days a week. 2 hours.
230. **Basic Rhythms and Folk Dancing.** 2 days a week. 1 hour.
236. **Tap and Character Dancing.** 2 days a week. 1 hour.
240. **Golf Techniques.** A course dealing with golf fundamentals, such as the grip, stances, address, forward and backward swing, and follow-through. Individual instruction given as needed. 1 hour.

**Does not count toward major or minor.

241. **Introduction to Physical Education.** A discussion of the purposes of physical education, the training required for teachers, the programs of physical education, vocational possibilities in the profession, the scientific foundation of physical education, and present trends in the field. 2 days a week. 2 hours.
250. **Materials and Methods for Teaching Physical Education in the Elementary Schools.** Study, demonstration, and practice of the physical education activities of children from six to fourteen years of age; graded lists of activities adapted to the various age-periods of children; organization and management of the activities and methods in the leadership of them. 1 hour a day, 4 days a week. 4 hours.
257. **Football Techniques.** Individual instruction and practice in all the fundamentals of the game, such as passing, kicking, tackling, blocking, running with the ball; student participation in actual scrimmage. 4 days a week. 2 hours. Fall.
302. **Materials and Methods for Teaching Physical Education Activities in Junior and Senior High Schools.** Study, demonstration, and practice of the "total-body" activities adapted to the needs, interest, and capacities of junior and senior high school boys; emphasis placed upon principles of leadership in an organized schedule, or in outdoor and indoor developmental activities which necessitate a thorough knowledge of the purposes, aims, and remote and immediate objectives of physical education, and of the changing factors in the building of a school program. 1 hour a day, 4 days a week. 4 hours.
303. **Kinesiology.** The mechanical analysis of physical education activities through the study of joint and muscle action. 1 hour a day, 5 days a week. Prerequisite, Physiology 300. 5 hours.
306. **Advanced Stunts and Tumbling.** Course a continuation of Physical Education 206; in addition to practice and safety drills, emphasis upon teaching methods. 1 hour a day, 4 days a week. 2 hours. Fall.
307. **Advanced Apparatus.** Continuation of Physical Education 207; in addition to practice and safety skill, more emphasis on teaching methods. 1 hour a day, 4 days a week. 2 hours. Winter.
321. **History of Physical Education.** An historical survey of physical education from ancient times through the modern period, showing the relation between aims and practices in physical education and social and physiological needs of different periods. Three days a week. 3 hours.
327. **Boy Scout Leadership Training.** The principles of the Boy Scout movement, together with aids for the finding of source material; practical demonstrations and active leadership required of each student. Prerequisite, junior standing. 2 hours.
330. **Basketball Theory.** Different types of offense and defense studied; special emphasis given to early season practice, offensive and defensive drills, team strategy, care of minor injuries, and rules of the game. Prerequisite, Physical Education 210, or permission of the instructor. 1 hour a day, 3 days a week. 3 hours.
340. **The Principles of Physical Education.** A course aiming to develop an understanding of the scientific foundations of a sound program of physical education as implied by the accepted principles of psychology, physiology, sociology, biology, educational method, philosophy, anatomy, kinesiology, and related areas. 3 hours.
351. **Recreation and Physical Education for Atypical and Handicapped Individuals.** Techniques of physical examinations, postural defects and their correction; activities suitable for the atypical program building; correlation of this program with the physical education curriculum. 4 days a week. 4 hours.

353. **The Organization and Administration of Physical Education.** A course including the problems of the administrator, such as the grading, care and maintenance of playgrounds and gymnasiums, student leadership in physical education, purchase and care of equipment, organization and administration of an intramural program. 1 hour a day, 4 days a week. 4 hours.
355. **Assisting Techniques.** A course giving actual opportunities in assisting in teaching experience on the college level, with as varied a program of activities as the student schedule permits; the professional and required classes as well as the intramural program furnishing experiences in officiating and assisting in teaching activities according to season. 2 hours.
356. **Track and Field Theory and Technique.** Instruction and practice in all individual track and field events; actual performance in all events required of the student; methods of organizing and conducting track and field meets as a part of the course. 2 hours a day, 5 days a week. 5 hours. Spring.
- 358 (258). **Football Theory.** A course dealing with all phases of the game: offensive and defensive formation analyzed; the strength and weakness of each studied; the various types of individual plays analyzed; rules of the game discussed. Prerequisite, Physical Education 257, or permission of the instructor. 1 hour a day, 3 days a week. 3 hours. Fall.
- 360 (260). **Playground Administration.** Practical study of such problems as providing facilities and equipment, setting up the program, budgeting and financing, selecting and supervising the personnel, and building good will. 1 hour a day, 4 days a week. 4 hours.
365. **The Organization and Administration of Community Recreation.** Practical study made of such problems as providing facilities and equipment, setting up the program, budgeting and financing, selecting and supervising the staff, integrating the administration, and building good will. 4 hours.
368. **Camping Administration.** To develop an understanding of accepted methods of selecting and managing personnel, planning programs, maintaining health and safety measures, preparing food, developing camp counselors, evaluating camps, administering business, and doing other related procedures involved in setting up and running a camp. 4 hours.
370. **Tests and Measurements in Physical Education.** The theory of measurements in health and physical education, the selection and administration of appropriate tests, and the interpretation of results. Projects required. 4 hours.
372. **Baseball Theory and Technique.** The technique of batting, fielding, and playing the different positions; the strategy of the game; the conduct of daily practice; study of rules and play situations; also, methods of teaching baseball. 1 hour a day on Monday and Wednesday, 2 hours a day on Tuesday and Thursday. 4 hours.
375. **Theory and Practice in the Training and Care of Athletes.** To explain the psychological and physiological principles of sound coaching methods, to provide actual practice in bandaging and strapping, and to discuss the care and conditioning of athletes for competition in sports. 4 hours.
380. **The Organization and Administration of Interscholastic Athletics.** To explain and discuss the handling of administrative details related to the purchase and care of equipment, sports awards and point systems, transportation of athletes, insurance and liability for accidents, financing, public relations, scheduling of games, and hiring of officials. 4 hours.
390. **Camping Workshop.** A course designed to give practical training and experience in all phases of camp activities, camp counseling, and camp administration.

Physical Education for Women

Professor Dorothy R. Davies, Ed.D., Chairman

Assistant Professor Dorothy M. Muzzey, M.A. (On Leave)

Instructor Lura Elizabeth Evans, M.S.

Instructor Jean Stehr, M.A.

Instructor Cleo Ulm, M.S.

Assistant Instructor Roberta Wheeler, B.S. in Ed.

The Department of Physical Education for Women offers courses leading to the Bachelor of Science in Education Degree.

The courses presented for graduation must include the following:

1. Three courses selected from the following group: 101H, 101S, 101SP, 101A, 102, 102A, 103, 103A; (With special permission 104, 105, or 106 may be substituted).
2. Three courses selected from the following: 201A, 202A, 203A, 204, 205, 206, 207, 211, 212, 213, 214, 215, 216, 218, 222, 230, 233, and 239.

However, students majoring or minoring in physical education should take the following courses: 104, 105, 106, 223, 224, and 225, which correspond to the six activity hours required of all University students.

Forty-two hours, in addition to the courses listed in the preceding paragraph, are required for a major in physical education, a total of forty-eight hours. Twenty-six hours are required for a minor in physical education, in addition to the required six activity hours, a total of thirty-two hours.

A major in this department must include the following courses: 233, 239, 245, 303, 304, 305, 306, 307, 308, 309, 350, 351, 352, 353, 354, 315, 373, and 374.

A minor in this department must include the following: 245, 304, 305, 306, 307, 308, 309, 350, 353, and 354.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
P.E. 104	1	P.E. 105	1	P.E. 106	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120 or Music 100	3	For. Lang.	3	For. Lang.	3
For. Lang.	3	Math. 106 or 111	4	Government 101	5
Zoology 101	5	Soc. 101 or Geog. 100	5	Math. 107 or 112	4
	<hr/> 15		<hr/> 16		<hr/> 16

Sophomore Year

P.E. 223	1	P.E. 224	1	P.E. 225	1
P.E. 233	1	P.E. 245	4	Guid. 205	4
Chem. 101 or Phys. 101	4	Econ. 205	5	Hist. 201 or 202	5
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3	Speech 101	4
H. Ed. 202	4	Electives	4	Electives	3
Electives	<hr/> 3		<hr/> 17		<hr/> 17

Junior Year					
Fall	Hours	Winter	Hours	Spring	Hours
P.E. 304	2	P.E. 306	2	P.E. 239	1
P.E. 305	2	P.E. 352	2	P.E. 307	2
P.E. 350	3	P.E. 354	2	P.E. 309	2
P.E. 351	4	Educ. 315	4	P.E. 315	1
P.E. 373	1	Electives	6	Eng. 391	3
Guid. 305	4			Educ. 310	4
				Elective	4
	<u>16</u>		<u>16</u>		<u>17</u>
Senior Year					
Physiol. 300	4	P.E. 303	5	P.E. 353	4
Stud. Tchg.	12	P.E. 308	4	Electives	12
	<u>16</u>	P.E. 374	1		<u>16</u>
		Educ. 331	4		
		Electives	2		
					<u>16</u>

A student must have 3 hours in agriculture, business administration, home economics, or industrial education, unless these subjects were carried in high school.

Suggested physical education electives are 204 or 205, 207, 215, 230, 239, 311, 317, 348, and 376.

Other suggested electives are Education 312, Guidance 420, 421, Health Education 200, 232, 306, and Physiology 209a.

With a 48-hour major in physical education, the student is expected to have one 24-hour minor in another subject.

Activity Courses

Students who are advised by the medical department to restrict their activities should register in a course marked with an "A" or an asterisk.

All activity courses numbered 100 meet 3 days a week.

All activity courses numbered 200 meet 2 days a week.

Not more than one of these courses may be taken in any one term without special permission from the department.

101H. Hockey. Techniques, skills, and team tactics. For freshmen only. 1 hour.

101S. Soccer. Techniques, skills, and team tactics. For freshmen only. 1 hour.

101SP. Speedball. Techniques, skills, and team tactics. For freshmen only. 1 hour.

101A. Individual Physical Education. A course for students who are physically unable to participate in the regular physical education activities. Horseshoes, croquet, badminton, shuffleboard. 1 hour.

102. Basketball and Posture Correction. Continuation of 101. 1 hour.

102A. Individual Physical Education. Continuation of 101A. Posture correction, table tennis, and bowling. 1 hour.

103. Volleyball and Folk Dancing. Continuation of 102. 1 hour.

103A. Individual Physical Education. Continuation of 102A. Folk dancing, deck tennis, paddle tennis, golf, croquet, and shuffleboard. 1 hour.

104. Speedball. Techniques, skills, and team tactics. For highly skilled girls, and majors and minors. 1 hour.

105. Basketball and Posture Correction. Continuation of 104. 1 hour.

106. **Volleyball and Folk Dancing.** Continuation of 105. 1 hour.
- 201A, 202A, 203A. **Adapted Physical Education.** Hours to be arranged by conference.
- 204* **Swimming.** Strokes and safety devices for beginning swimmers. 1 hour.
- 205* **Swimming.** Intermediate and advanced techniques and strokes. 1 hour.
206. **Volleyball.** A course on advanced techniques and team tactics for the game of volleyball. 1 hour.
207. **American Square Dance and Mixers.** A course presenting the square dances common in various geographical areas of the United States; additionally, many of the mixers or get-acquainted dances for starting parties. 1 hour.
211. **Hockey.** 1 hour.
212. **Basketball.** 1 hour.
213. **Softball.** 1 hour.
- 214.* **Archery.** 1 hour
215. **Badminton.** 1 hour.
216. **Tennis.** 1 hour.
218. **Recreational Sports.** Badminton, duck pins, and other recreational sports. 1 hour.
- 222.* **Golf.** Strokes, rules and regulations of the game. 1 hour.
223. **Hockey.** Techniques and skills. 1 hour.
224. **Tap Dancing.** Fundamentals and routines. 1 hour.
225. **Tennis.** Skills and techniques. 1 hour.
- 230.* **Folk Dancing.** Fundamental steps and dances of various countries. 1 hour.
233. **Modern Dance.** Fundamentals of movement and composition. A basic course, leading to the creating of contemporary dance compositions. 1 hour.
- 239.* **Social Dancing.** Fundamental steps of ballroom dancing. For beginners only. 1 hour.
313. **Speedball.** 1 hour.
314. **Modern Dance.** 1 hour.
315. **Golf.** 1 hour.
316. **Swimming.** Advanced techniques. 1 hour.
317. **Life Saving and Water Safety.** Techniques of Red Cross Life Saving and Water Safety. 1 hour.
373. **Archery.** 1 hour.
374. **Advanced Dancing.** 1 hour.
375. **Recreational Sports.** 1 hour.
376. **Advanced Modern Dancing.** Prerequisite, 233 or 314, or consent of instructor. 1 hour.

Theory Courses

245. **Theory of Play Activities.** A course dealing with age interests and characteristics of childhood and adolescence, and the adaptation of physical education activities to these. 4 hours.
303. **Kinesiology.** The mechanical analysis of physical education activities through the study of joint and muscle action. (Taught in the Department of Physical Education for Men). 5 hours.
304. **Techniques of Teaching Soccer and Volleyball.** Methods of teaching, construction of daily lesson plans, and analysis of techniques. 2 hours. Fall.
305. **Techniques of Teaching Hockey and Speedball.** Methods of teaching, construction of daily lesson plans, and analysis of techniques. 2 hours. Fall.
306. **Techniques of Teaching Basketball.** Methods of teaching, construction of lesson plans, and analysis of techniques. 2 hours. Winter.
307. **Techniques of Teaching Tumbling, Stunts, Track and Field.** A continuation of 306. 2 hours. Spring.
308. **Methods of Teaching Dance.** A comprehensive course dealing with each of the various types of dance, including fundamentals, progressions, and competition in each type. Prerequisites, 102, 224, and 233, or equivalent. 4 hours. Winter.
309. **Techniques of Teaching Softball, Tennis, and Gymnastics.** Methods of teaching, construction of lesson plans, and analysis of techniques. 2 hours. Spring.
310. **Theory of Officiating at Hockey.** A study of requirements of a good official. Standards of umpiring field hockey as set up by the United States Field Hockey Association. 1 hour. Fall.
311. **Theory of Officiating at Basketball.** Study of requirements of a nationally-rated official, and practice in officiating. 1 hour. Winter.
312. **Theory of Officiating at Softball.** Study of requirements of a nationally-rated official as set up by the National Section on Women's Athletics. 1 hour. Spring.
318. **The Teaching of Physical Education for Kindergarten-Primary Child.** A study of physical activities that meet the needs of the kindergarten-primary child. Included: movement fundamentals, games, rhythms, self-testing and apparatus play, as well as creative activities. Course planned to fulfill the requirement of the State of Illinois for kindergarten-primary teachers. 4 hours.
319. **Teaching Elementary School Group Activities.** Study of age characteristics; planning of an activity program for all grade levels; care of equipment; techniques of teaching activities for elementary grades. Planned to fulfill the requirements of the State of Illinois for elementary school teachers. 4 hours.
345. **Supervisor of Physical Education.** The functions of the supervisor of physical education; program-planning, grading and planning of the progression of activities and devices for improving instruction. 2 hours.
348. **Camp and Community Leadership.** Fundamentals of Scouting, camping, counselling. A week-end camping trip required. 4 hours.
349. **Camping Education.** Course designed to give the potential camp counselor an understanding of the camp. Its physical set-up, equipment and necessary routines; its personnel, purposes, traditions and possibilities. 2-4 hours.

350. **Materials and Methods for Teaching in Elementary and Secondary Schools.** A course designed for supervisors and teachers of physical education. Curriculum planning, based on grade characteristics and educational philosophy, creative rhythms, singing games, folk dancing, games of low organization—skills, skill tests, lead-up games, stunts, and tumbling. 3 hours. Fall.
351. **Recreation and Physical Education for Atypical and Handicapped Individuals.** Techniques of physical examination; postural defects and their correction; activities suitable for the atypical; program building; and correlation of this program with the physical education curriculum. 4 hours. Fall.
352. **History of Physical Education.** An historical survey of physical education from ancient times through the modern period, showing the relation between aims and practices in physical education and social and physiological needs of different periods. 2 hours. Winter.
353. **Organization and Administration of Physical Education.** Criteria for the selection of activities, the organization of classes, the policies and the personnel; the physical plant and its upkeep; the planning, utilization, and care of equipment in the physical education program. 4 hours. Spring.
354. **Principles of Physical Education.** The fundamental principles, aims, and objectives of physical education, the place of physical education in the educational program, and the problems of athletics. 2 hours. Winter.
355. **Techniques of Teaching Swimming and Life Saving.** Methods of teaching, analysis of strokes, and devices for teaching swimming and life saving. 3 hours.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

College of liberal arts and sciences

.....

Requirements

Botany

Chemistry

English

Foreign Languages

Geography and Geology

Government

History

Mathematics

Microbiology

Philosophy

Physics and Astronomy

Physiology

Psychology

Sociology and Anthropology

Zoology



COLLEGE OF LIBERAL ARTS AND SCIENCES**T. W. Abbott, Ph.D., Dean****Billy O. Hoyle, M.S. in Ed., Assistant****Degree Granted**

The College of Liberal Arts and Sciences grants the degree of Bachelor of Arts.

Requirements for Graduation

Each candidate for the bachelor's degree must meet the following requirements:

192 quarter hours' credit in approved courses.

Of this, 64 quarter hours must be in courses numbered 300 and above, of which 48 must be in residence. No departmental method courses or student teaching may be counted in fulfillment of the degree requirements, except as stated below.

A grade point average of 3.0, and grades not lower than "C" in subjects aggregating at least three-fourths of the work. "C" average is required in the major subject.

General education requirements as listed on page 49.

4 hours in psychology or philosophy.

A reading knowledge of a foreign language. This ordinarily requires 9 hours of university study or its equivalent.

Proficiency in English, demonstrated by examination at the end of the junior year.

A major of at least 42 hours, and a minor of at least 24 hours, in the following subjects (Some departments require more) :

*Art	Foreign Language	Mathematics	Physiology
Botany	Geography	Microbiology	Physics
Chemistry	Government	*Music	*Speech
Economics	History	Philosophy	Sociology
English			Zoology

Pre-professional courses: Students planning to take Pre-dental, Pre-legal, Pre-medical, Pre-pharmaceutical, or Pre-veterinary courses should register in the College of Liberal Arts and Sciences.

Limited High School Teaching Certificate: Students enrolled in the College of Liberal Arts and Sciences may meet the state requirements for a limited high school teaching certificate by using as their electives certain prescribed courses in the College of Education. Approval of such schedule should be secured in advance from the Dean of the College of Education. Students who plan to enter teaching as a profession should enroll in the College of Education.

Pre-Professional Courses**Pre-Medical, Pre-Dental, and Pre-Veterinary**

Dr. Harold M. Kaplan is the general adviser for all students who plan to enter medical school or dental school, or to train themselves for careers in any related field.

All such students should plan their curricula very carefully, in consultation with him. They will all need at least two years' work in chemistry, including some qualitative and some organic chemistry, and one year of bi-

*Liberal Arts, not professional majors.

ology (zoology). Since they are not expecting to receive a degree from Southern, they will not necessarily be held to all the requirements for the bachelor's degree at this university; they must, on the other hand, keep constantly in mind the requirements for admission and the later required courses in the special schools which they wish to attend. Each student should write for the catalog of the school he plans to enter.

Pre-Pharmacy

Pre-pharmacy students should consult Dr. Harold M. Kaplan for suggestions as to courses.

Pre-Legal Study

American law schools have no specific pre-legal requirements. Some law schools require a two-year pre-legal background; some require three years of pre-law; and a few of the leading schools now require four years.

A number of universities permit law students, if they take their third year of pre-legal work at those universities, to receive both the B.A. and the LL.B. upon completion of their legal training.

In general, pre-law students should take as much work as possible in the following subjects: English, speech, economics, government, history (especially English and American), sociology, geography, psychology, philosophy, and logic.

If a foreign language is recommended or required by the law school which the student plans to attend, or if the student is uncertain as to his choice of law school, French or Latin is suggested.

Aside from the above-mentioned departments and courses, the pre-legal student is free to take the electives of his choice.

Botany

Professor William M. Bailey, Ph.D. (*Emeritus*)

Professor Walter B. Welch, Ph.D., Chairman

Associate Professor Margaret Kaeiser, Ph.D.

Assistant Professor Leo Kaplan, Ph.D.

Assistant Professor William M. Marberry, A.M.

Assistant Professor John W. Voigt, Ph.D.

Assistant Instructor Clarence France, B.S.

Assistant Instructor David Sanders, B.S. in Ed.

For a major in botany, nine courses are required, including 101, 202, 203, 210, 320; for a minor, six courses, including 101, 202, 203.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Bot. 101	5	Bot. 202	5	Bot. 203	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Soc. Studies	5	Soc. Studies	5	Soc. Studies	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<hr/> 14-15		<hr/> 14-15		<hr/> 14-15

Sophomore Year

Bot. 210	5	Zool. 101	5	Zool. 105	5
Music or Art.....	3	Eng. 205, 206, 209, 211, or 212.....	3	Eng. 205, 206, 209, 211, or 212.....	3
Soc. Studies	5	Soc. Studies	3-5	Health Ed. 202.....	4
P. E. (Women)....	1	P. E. (Women)....	1	Math.	4
Electives	3	Electives	3	P. E. (Women)....	1
	<hr/> 16-17		<hr/> 14-18		<hr/> 16-17

Junior Year

Zool.	5	Bot. 350	4	Bot. 320	5
Chem.	4	Chem. or Math....	4	Eng. 300 or 391.....	3
Guid. 205	4	Guid. 305, or 345..	4	Educ. 315	4
For. Lang.	3	For. Lang.	3	For. Lang.	3
	<hr/> 16		<hr/> 15		<hr/> 2-3
					<hr/> 17-18

Senior Year

Bot. 470	4	Bot. 421	5	Bot. 315	5
Stud. Techg.	12	Educ. 310	4	Educ. 331	4
	<hr/> 16		<hr/> 7-8		<hr/> 5
			<hr/> 16-17		<hr/> 3-4
					<hr/> 17-18

Electives must include three hours of practical arts and crafts if these were not taken in high school.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Bot. 101	5	Bot. 202	5	Bot. 203	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Soc. Studies	5	Soc. Studies	5	Soc. Studies	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<hr/> 14-15		<hr/> 14-15		<hr/> 14-15

Sophomore Year

Bot. 210	5	Zool. 101	5	Zool. 105	5
Eng. 205, 206, 209, 211, or 212	3	Eng. 205, 206, 209, 211, or 212	3	Math.	4
Music or Art	3	Health Ed. 202.....	4	P. E. (Women)....	1
Soc. Studies	5	P. E. (Women)....	1	Electives	7
P. E. (Women)....	1	Electives	3		<hr/> 16-17
	<hr/> 16-17		<hr/> 16-17		

Junior Year

Zool.	5	Bot. 350	4	Bot. 320	5
Chem.	5	Chem.	5	Chem.	5
Soc. Studies	3-5	Guid. 205	4	For. Lang.	3
For. Lang.	3	For. Lang.	3	Electives	5
	<hr/> 16-18		<hr/> 16		<hr/> 18

			Senior Year
	Fall	Winter	Spring
	Hours	Hours	Hours
Bot. 301	5	5	5
Bot. 340	5	5	5
Electives	7-8	Electives	Electives
	<hr/>	<hr/>	<hr/>
	17-18	17-18	17-18

Electives must include three hours of practical arts and crafts if these were not taken in high school.

101. **General Botany.** Study of the vegetative and reproductive organs of the higher seed plants, with emphasis on the general biological phases of the subject; identification and recognition of common trees by leaf and stem characters, or bud and stem characters in season; their economic importance. Laboratory, lecture, and field studies. Staff. 5 hours. Fall, Winter, and Spring.
131. **Field Biology.** A course for those who are planning to teach in the rural and elementary schools; methods for the identification of various types of plants and animals, such as trees, weeds, birds, and insects; location of source material suitable for teaching nature study in the elementary grades stressed. Laboratory, lecture, and field work. Marberry. 5 hours. Fall and Spring.
202. **General Botany.** A brief study of representative plants of the great plant groups; the general classification of plants; and the evolution of the plant kingdom. Laboratory, lecture, and one required all-day field trip. Student cost about \$5.00. Prerequisite, Botany 101. Kaeiser and staff. 5 hours. Winter and Summer.
203. **Systematic Botany.** A study of the principles of classification and use of manuals, and work in classifying and identifying seed plants and ferns of the local flora. Field work and lecture. Student cost about \$5.00. Voigt. 5 hours. Spring and Summer.
210. **Plant Anatomy.** A general course, introduced by a detailed study of cell division, and dealing with the origin, development, and maturation of the structures of the vascular plants. Laboratory, discussion, and lecture. Prerequisites, Botany 101, 202. Welch. 5 hours. Fall and Summer.
300. **The Algae.** A study of the structure, development, and relationships of the algae; evolution of the plant body; origin and evolution of sex in plants. Laboratory, lecture, recitation, and some field work. Prerequisites, Botany 101, 202. Kaeiser. 5 hours. Fall.
301. **The Fungi.** A study of the structure, development, and relationships of the fungi; life cycles of representative forms, problems of scientific interest and economic importance in the group. Laboratory, lecture, and recitation. Prerequisites, Botany 101, 202, 300, or approval of the instructor. Kaplan. 5 hours. Spring.
302. **The Bryophytes and Pteridophytes.** A study of the structure, development, and relationships of the liverworts and mosses, and the ferns and fern allies; the problems of the evolution of the sporophyte, alternation of generation, and heterospory. Laboratory, lecture, and recitation. Prerequisites, Botany 101, 202. Kaeiser. 5 hours. Winter.
303. **The Spermatophytes.** A study of the structure, development, and relationships of the gymnosperms and angiosperms; the vascular anatomy of these plants; the development of flowers, gametophytes, embryology; and the development and structure of seeds. Laboratory, lecture, and recitation. Prerequisites, Botany 101, 202, 203. Kaeiser. 5 hours. Spring.

- 308 (204). Taxonomy of Cultivated Plants.** A study of the classification of woody and herbaceous cultivated plants, both exotic and native plants; their growth requirements; their placement about buildings. Three all-day field trips required. Cost to student about \$6.00. Prerequisites, Botany 101, 203. Marberry. 5 hours. Spring and Summer.
- 314. Heredity and Development.** A study of the principles of heredity and variation in relation to plants and animals, including the human being; a review of the principles of eugenics as practiced in the United States; a study of the development of the relationship of animals and plants of the past. (Course usually given by extension.) Lecture only. Welch. 4 hours.
- 315. Genetics.** (Same as Zoology 315.) A general course involving the principles of evolution and genetics, with experimental work in breeding strains, etc. Prerequisite, approval of the department. Kaeiser. 5 hours. Spring.
- 320. Elements of Plant Physiology.** A study of the functions of the plants and their relation to the various organs. Laboratory, lecture, and discussion. Prerequisites, Botany 101, 202. Desirable antecedents, Botany 210 and a course in physics. Welch. 5 hours. Fall and Spring.
- 321 (421). Histological Technique.** (Same as Zoology 321.) Methods of preparing histological material. Prerequisite, one year of Zoology or Botany. Staff. 5 hours. Winter.
- 340. Plant Ecology.** A general course, consisting of a study of the ecology of individual plants and plant communities. Lecture, recitation, field, and laboratory studies. Student cost about \$7.00. Prerequisites, Botany 101, 202, 203. Voigt. 5 hours. Fall and Summer.
- 350. Plants in Relation to Man.** A study of the basic relationships of plants to the life of man; the history, geography, crop ecology, production, consumption, and uses of plants and plant products of economic importance. Lecture and recitation. Not to be taken by students who have had Botany or Zoology 351. Marberry. 4 hours. Winter.
- 360. Plant Pathology.** A study of plant diseases caused by fungi, bacteria, and viruses. Special attention given diseases of Southern Illinois plants, both cultivated and wild. Lecture, laboratory, and field trips. Prerequisites, Botany 101, 202, 301, or approval of the instructor. Kaplan. 5 hours. Fall.
- 380. History of Biology.** (Same as Zoology 380.) A short history of the biological sciences from the early Greek philosophers to the present time. Prerequisites, one year of zoology or botany. Not to be taken by anyone who has had Zoology 330. Stein. 4 hours. Winter.
- 390. Readings in Botany.** A course of individually assigned readings in classical botanical literature; both oral and written reports required; open only to undergraduate students. Prerequisites, a major or minor in botany. Staff. 4 hours, or the amount of credit earned by the amount of work done. Any term.
- 403. Advanced Taxonomy.** An advanced study of any division of the plant kingdom, both native and cultivated; particular attention given the grasses and weeds. Prerequisites, Botany 101, 203. Staff. Hours to be arranged up to 5 hours. Summer.
- 425. Advanced Plant Physiology I.** A study of the water relations, mineral nutrients, and colloidal phenomena in plants. Laboratory, lecture, discussion. Prerequisites, Botany 101, 202, 210, 320. Desirable antecedents, courses in chemistry and physics. Welch. 5 hours. Spring.

- 430. Advanced Plant Physiology II.** A study of photosynthesis, plant pigments, plant foods, enzymes, respiration, growth, and movement. Prerequisites, Botany 101, 202, 210, 320. Desirable antecedents, courses in chemistry and physics. Welch. 5 hours. Fall, Summer.
- 450. Plant Geography.** A world survey of natural areas of vegetation including tundra, taiga, temperate forests, temperate grasslands, savanna, tropical forests, deserts, strand, and halophytic floras. Evolution of floras and present distribution of them considered. Prerequisites, Botany 101, 202, 203, or the approval of the instructor. Voigt. 4 hours. Winter.
- 470. Methods in Biology.** (Same as Zoology 470.) A study of methods, consisting of consideration of objectives, different types of courses, teaching the scientific method, laboratory method, project method, field methods, measurements, evaluation, and other problems in the teaching of the biological sciences. Lectures, recitations, and laboratory. Welch and Staff. 4 hours. Winter.
- 510. Bio-Ecology.** (Same as Zoology 510.) A study of the composition and development of biotic communities, and of the relationships of plants and animals to their environment. Gersbacher. 5 hours. Spring.
- 520. Morphology of Economic Plants.** A study of the structure of the organs of plants used in commerce; part of the work on a research basis. Prerequisites, Botany 101, 202, 203, 210. Welch. 4 or 5 hours.
- 522. Advanced Histological Technique.** A study in the preparation and presentation of research materials. Prerequisite, approval of the department. Staff. Credit on the basis of work completed.
- 525. Cytology.** Microscopical study of protoplasm, including mitosis and meiosis; discussions of cytological behavior in relation to other problems in biology. Prerequisite, approval of the department. Kaeiser. 5 hours.
- 540. Advanced Ecology.** Ecology of grasses, grasslands, forests, and arable lands. Studies in secondary succession, including subseries caused by accidental fires, controlled burning, dusting, drought, grazing, and cultivation. Management of abandoned and "wild land" to provide the highest type of vegetative cover as desired in the different aspects of conservation. Cost to student about \$10.00. Prerequisite, Botany 340 or equivalent. 5 hours. Voigt. Fall.
- 590. Problems and Introduction to Research.** Assignments involving research and individual problems. Prerequisite, approval of the department. Staff. 2 to 4 hours.
- 597, 598, 599. Thesis.** Not more than 9 hours' credit allowed for all three courses.

Chemistry

Professor T. W. Abbott, Ph.D.
Professor J. W. Neckers, Ph.D., Chairman
Professor Robert A. Scott, Ph.D.
Professor Kenneth A. Van Lente, Ph.D.
Associate Professor Elbert H. Hadley, Ph.D.
Assistant Professor Donald E. Koontz, Ph.D.
Instructor Loren W. Slentz, M.S.
Instructor Hal Stone, M.S. (On Leave)
Faculty Assistant Homer George

A major in chemistry in the College of Education consists of 36 hours, including Chemistry 111, 112, 113, 221, 231, 232, 341, and 342. A major in the College of Liberal Arts and Sciences requires a minimum of 48 hours, including the above courses plus Chemistry 343, with 461, 462, 463; or 451, 452; or 441 and 471.

A student majoring in chemistry must maintain a 3.0 average in chemistry courses for admission to any chemistry courses beyond the freshman level.

Suggested Curriculum in the College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Eng. 101	3	Eng. 102	3	Eng. 103	3
German	3	German	3	German	3
Math. 106 or 111....	4	Math. 112	4	Math. 113	5
Govt. 101	5	Geog. 100	5	Art or Music 100....	3
P. E.	2	P. E.	2	P. E.	2
	<hr/> 17		<hr/> 17		<hr/> 16

Sophomore Year

Chem. 111	5	Chem. 112	5	Chem. 113	5
Math. 251	4	Math. 252	4	Math.	4
Physics 106	5	Physics 107	5	Physics 108	5
Eng. 205 or 209	3	Guid. 205	4	Speech 101	4
	<hr/> 17		<hr/> 18		<hr/> 18

Junior Year

Chem. 221	5	Chem. 232	4	Chem. 231	4
Educ.	4	Econ. 205	5	Eng. 300 or 391.....	3
Eng. 211 or 212	3	Educ.	4	Health Ed. 202.....	4
Physics	5	Physics	5	Physics	5
	<hr/> 17		<hr/> 18		<hr/> 16

Senior Year

Bot. or Zool.....	5	Bot. or Zool.....	5	Bot. or Zool.....	5
Chem. 305 or 341....	4	Chem. 306 or 342....	4	Educ.	4
Educ.	4	Hist. 202	5	Physiology	4
Student Teaching....	4	Student Teaching....	4	Student Teaching....	4
	<hr/> 17		<hr/> 18		<hr/> 17

The above curriculum should qualify the student to teach chemistry, physics, mathematics, biology, and general science.

A student must take 3 hours of practical arts and crafts if he has not had these in high school.

Suggested Curriculum in Liberal Arts and Sciences

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
Chem. 111	5	Chem. 112	5	Chem. 113	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 106 or 111..	4	Math. 112	4	Math. 113	5
Music or Art.....	3	Bot. or Zool. 101....	5	Geog. 100	5
P. E.	2				
	<hr/>		<hr/>		<hr/>
	17		17		18
Sophomore Year			Junior Year		
Chem. 221	5	Chem. 232	4	Chem. 343	5
Math. 251	4	Math. 252	4	Chem. 463	4
Physics 106	5	Physics 107	5	Ger. 103	3
Health Ed. 202.....	4	Eng. 205 or 209....	3	Govt. 101	5
	<hr/>		<hr/>		<hr/>
	18		18		18
Senior Year			Senior Year		
Econ. 205	5	Chem. 441	4	Chem. 471	4
Guid. 205	4	Hist. 202	5	Philosophy 300	4
Electives	7	Electives	7	Electives	8
	<hr/>		<hr/>		<hr/>
	16		16		16

Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

Chemistry Minor: Chemistry 111, 112, 113, 221 or 232, 305 or 341, and 306 or 342.

Graduate Work: At the present time, no graduate major is offered. A graduate minor may be completed in the 400 courses offered by the chemistry department.

Pre-professional Requirements: *Pre-Medicine:* The College of Medicine of the University of Illinois will accept the following courses as fulfilling their entrance requirements in chemistry: Chemistry 111, 112, 113, 232, 305, 306, and 365.

Pre-dentistry and Pre-veterinary: Chemistry 111, 112, 113, 231, 232, 305, and 306 are required by the University of Illinois professional schools.

Pre-engineering: Chemistry 111, 112, and 113.

In general, the student planning to obtain a professional degree in another school should conform to the requirements of that particular institution and course.

101. General Chemistry. A chemistry survey course for students who wish only to satisfy the general education requirement in physical science. (*Not* for chemistry majors and minors nor for agriculture, home economics, pre-medical, pre-engineering, and other pre-professional students.) Lecture and laboratory. Study made of the general composition and states of matter, of valence, formulas and equations, of solutions and electrolytes, and of specific substances, such as water, oxygen, carbon, sodium and iron. 4 hours. Fall, Winter, Spring and Summer.

102. General Chemistry. Lecture and Laboratory. Continuation of 101, completing a survey of the more important non-metals and metals, and of simple organic and biological chemistry. Prerequisite, Chemistry 101. 4 hours. Spring.

- 104. Chemistry for Nurses.** A rapid survey of inorganic, organic, and biological chemistry, with applications to nursing. (4 lectures, one 3-hour laboratory per week.) 5 hours. Fall.
- 108. Inorganic Chemistry.** A beginning course for agricultural students. A study of the composition of matter; the structure of the atom, valence, formulas, and writing of equations; ionization, acids, bases, and salts; pH; the more common non-metals. Four lectures and one 3-hour laboratory period per week. Scott. 5 hours. Fall.
- 109. Inorganic Chemistry.** A beginning course for home economics students. A study of the composition of matter; the structure of the atom, valence, formulas and writing of equations; ionization, acids, bases, and salts; pH; the more common non-metals and amphoteric elements. Four lectures and one 3-hour laboratory period per week. Scott. 5 hours. Fall.
- 111. Inorganic Chemistry.** A beginning course (high school chemistry not a prerequisite) for chemistry majors and minors, pre-medical, pre-dental, pre-engineering, pre-veterinary, and dietetics students. Lecture and laboratory. An introduction to the science of chemistry through a study of atomic structure, valence, formulas, simple equations; general properties of gases, liquids, and solids; gram molecular weights of gases; the preparation and properties of oxygen, hydrogen, and water. 5 hours. Fall and Winter.
- 112. Inorganic Chemistry.** Lecture and laboratory. A continuation of 111, with the study of solutions, electrolytes, acids, bases, and salts; normal solutions; the chemistry of halogens; sulfur, nitrogen, phosphorus, carbon, silicon, and boron. Prerequisite, Chemistry 111. 5 hours. Winter and Spring.
- 113. Inorganic and Qualitative Chemistry.** Lecture and laboratory. A continuation of 112, including a study of the common metals, their metallurgy, properties, and compounds, as well as their qualitative detection in simple unknowns. Prerequisites, Chemistry 112. 5 hours. Spring and Summer.
- 221. Qualitative Analysis.** Theory and method of the analytical detection of cations and anions. Simple water-soluble, acid-soluble salts, and more complex mixtures, including alloys, analyzed in the laboratory. Prerequisites, Chemistry 113, Mathematics 113. Neckers. 5 hours. Fall.
- 231. Quantitative Analysis.** Gravimetric determinations of chloride, iron, sulfate, copper, and limestone in the laboratory; accompanied by calculations and discussions of methods of determination. Prerequisites, Chemistry 221, Mathematics 113. Neckers. 4 hours. Winter.
- 232. Quantitative Analysis.** Volumetric analysis with stoichiometrical accompaniments, including calibration of apparatus, acid-base, permanganate, dichromate, iodometric and precipitation titrations, and a discussion of methods and their application to the various elements. Prerequisites, Chemistry 113, Mathematics 113. Neckers. 4 hours. Spring and Summer.
- 248. Inorganic and Organic Chemistry.** A course for agricultural students. A continuation of 108, including a study of the amphoteric elements, the more common metals and alloys, soils and fertilizers (2 hours). Beginning with the sixth week, a study of the chemistry of carbon compounds, including nomenclature and properties of the hydrocarbons and their halogen derivatives, alcohols, ethers, aldehydes, ketones, and acids (3 hours). Four lectures and one 3-hour laboratory period per week. Prerequisite, Chemistry 108. Scott. 5 hours.

249. **Inorganic and Organic Chemistry.** A course for home economics students. A continuation of 109, including a study of the common metals and alloys (2 hours). Beginning with the sixth week, a study of the chemistry of carbon and its compounds, including nomenclature and properties of the hydrocarbons and halogen derivatives; alcohols and ethers, aldehydes and ketones and acids (3 hours). Four lectures and one 3-hour laboratory period per week. Prerequisite, Chemistry 109. Scott. 5 hours. Winter.
258. **Organic and Biological Chemistry.** A course for agricultural students. A continuation of 248, including a study of acid derivatives, substituted acids, optical isomerism, amines, amino acids, and proteins; esters and lipids; carbohydrates, heterocyclic and aromatic compounds; enzymes, digestion, and fermentation; vitamins and nutrition; organic fungicides and insecticides. Four lectures and one 3-hour laboratory period per week. Prerequisite, Chemistry 248. Scott. 5 hours. Spring.
259. **Organic and Biological Chemistry.** A course for home economics students. A continuation of the study of organic chemistry begun in 248, including acid derivatives and substituted acids, optical isomerism, amines, amino acids, and proteins; esters and lipids, carbohydrates, heterocyclic and aromatic compounds; enzymes, digestion and fermentation; vitamins and nutrition; dyes. Four lectures and one 3-hour laboratory period per week. Prerequisite, Chemistry 249. Scott. 5 hours. Spring.
305. **Organic Chemistry.** A course for pre-medical and pre-dental students. A study of the chemistry of the common aliphatic compounds, with particular emphasis upon nomenclature and properties as related to biological processes. 2 hours of lecture and 4 hours of laboratory per week. Prerequisite, 10 hours of inorganic chemistry. Hadley. 4 hours. Fall.
306. **Organic Chemistry.** A course for pre-medical and pre-dental students. A continuation of 305, including a study of heterocyclic and aromatic compounds; enzymes, and fermentation; vitamins and hormones. 2 hours of lecture and 4 hours of laboratory per week. Prerequisite, Chemistry 305. Hadley. 4 hours. Winter.
341. **Organic Chemistry.** A lecture and laboratory course involving chemistry majors, for the study of the hydrocarbons, alcohols, ethers, ketones, and acids in the aliphatic field. Prerequisite, Chemistry 113. Abbott. 5 hours. Fall.
342. **Organic Chemistry.** A continuation of 341 through amides, amines, complex acids, stereoisomerism, sugars, starches, and proteins; followed by an introduction to the chemistry of aromatic compounds. Prerequisite, Chemistry 341. Abbott. 5 hours. Winter.
343. **Organic Chemistry.** A completion of the study of the chemistry of aromatic compounds, begun in Chemistry 342. Prerequisite, Chemistry 342. Abbott. 5 hours. Spring.
365. **Physical Chemistry.** A course intended to meet the needs of pre-medical students. A study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria; chemical kinetics, measurement of pH, and other phases of electrochemistry in both lecture and laboratory. Prerequisites, Chemistry 232 and 306 or 342. Van Lente. 5 hours. Summer.
411. **Advanced Inorganic Chemistry.** A rather intensive study of modern inorganic chemistry involving atomic structure, chemical bonds, complexes and chelate structures, and the chemistry of a number of familiar and less familiar elements. Prerequisite, Chemistry 221, 231, 232, 342. 4 hours.

- 431. Quantitative Organic Chemistry.** The determination of functional groups and elements commonly found in organic compounds by selected methods of analysis, illustrating general methods of procedure in the field of quantitative organic chemistry. Prerequisites, Chemistry 231, 232, and 343. Hadley. 3 hours. Fall.
- 441. Qualitative Organic Analysis.** A systematic study of the separation and identification of organic compounds by a procedure based on solubility and classification reagents. Prerequisites, Chemistry 221 and 343. Hadley. 4 hours. Winter.
- 451. Biological Chemistry.** A study of carbohydrates; fats and related substances. proteins and amino acids; enzymes, digestion, absorption, and detoxication. Laboratory and lecture. Prerequisite, Chemistry 306 or 343 (registration in 343). Scott. 4 hours. Spring.
- 452. Biological Chemistry.** A study of the blood and lymph; acid-base regulation; metabolism of carbohydrates, lipids, and proteins; urine; calorimetry and energy metabolism; nutrition and vitamins; and hormones. Analysis of urine and blood. Prerequisite, Chemistry 232 and 451. Scott. 4 hours. Summer.
- 461. Physical Chemistry.** Lecture and laboratory. A study of gases, liquids, solids, solutions, homogeneous and heterogeneous equilibria. Prerequisites, Chemistry 231, 232, and 343, Mathematics 252, Physics 106, 107, and 108. Van Lente. 4 hours. Fall.
- 462. Physical Chemistry.** Lecture and laboratory. A continuation of 461, to include a study of chemical kinetics, electrical conductance, electromotive force, and electrolytic equilibrium. Prerequisites, Chemistry 461, Physics 306. Van Lente. 4 hours. Winter.
- 463. Physical Chemistry.** Lecture and laboratory. A continuation of 462, including chemical thermodynamics, the quantum theory, photochemistry, nuclear structure, atomic structure, and molecular structure. Prerequisite, Chemistry 462. Van Lente. 4 hours. Spring.
- 471. Industrial Chemistry.** A survey course on modern industrial chemistry, including a study of chemical literature, and an introduction to chemical research processes. Prerequisite, Chemistry 342, and a reading knowledge of German (or French). Hadley. 4 hours. Spring.
- 491, 492, 493, 494. Senior Research.** Chemical research on relatively simple problems, under direction of staff members. Open to senior chemistry majors with at least a "B" average and with approval by the department. Ten hours of laboratory a week. Hadley, Neckers, Van Lente. 3 hours. Fall, Winter, Spring and Summer.

English

Professor Emma L. Bowyer, A.M. (Emerita)
 Professor W. B. Schneider, Ph.D., Chairman
 Professor Charles D. Tenney, Ph.D.
 Associate Professor Frances M. Barbour, M.A.
 Associate Professor James Benziger, Ph.D.
 Associate Professor E. C. Coleman, Ph.D.
 Associate Professor Robert D. Faner, Ph.D.
 Associate Professor Jesse W. Harris, Ph.D.
 Associate Professor Julia Neely, A.M.
 Associate Professor Robert C. Turner, Ph.D.
 Associate Professor Henry L. Wilson, Ph.D.
 Associate Professor Georgia Gantt Winn, Ph.D.
 Assistant Professor Julia M. Barber, A.M. (On Leave)
 Assistant Professor Winifred Burns, A.M.
 Assistant Professor G. C. Camp, M.A.
 Assistant Professor Elizabeth A. Cox, A.M. (Emerita)
 Assistant Professor Edith S. Krappe, A.M.
 Assistant Professor Fred K. Lingle, A.M.
 Assistant Professor William E. Simeone, Ph.D.
 Instructor Raymond S. Rainbow, Jr., A.M.
 Instructor Mae Trovillion Smith, A.M.
 Instructor Edna Spires Travis, M.S. in Ed.
 Assistant Instructor Donald W. Brown, B.S.
 Assistant Instructor Martha Clark, A.B.
 Assistant Instructor Juanita Gross, B.S.
 Assistant Instructor Betty Lou Mitchell, B.S. in Ed.
 Assistant Instructor William Vogt, B.A.

An English major is 48 hours, including nine hours of freshman composition and six hours of sophomore literature. The remaining 33 hours should be from courses numbered 300 or above. Various requirements are listed below.

Required for the major:

302, 316, 317, preferably in sequence, and in the junior year.
 300, English grammar.

One year of a foreign language or a successful examination in a foreign language.

At least three courses from the list in the following table, so selected that no two are in the same vertical or horizontal row.

	Poetry	Prose	Drama
Elizabethan			360 365 366
17th and 18th Century	370	354	361
19th Century	320 321	326 355	
20th Century	330	335 308 356	363

Recommended additional courses:

318, Survey of American Literature.

485, Problems in the Teaching of English, if the major is in the College of Education.

Philosophy.

History 323, 324, and recent United States History.

Journalism 304, for prospective high school teachers.

Students electing an English major, as soon as they make their decision, even if they are freshmen at the time, should consult the chairman of the English department, to secure help in planning their programs well ahead.

Required for the minor:

A maximum of 6 hours from English 101, 102, 103 will count.

A maximum of 6 hours from English 205, 206, 209, 211, 212.

English 300.

English 318.

English 319.

The senior-college program for the minor may vary from these fixed requirements, but such variation should be approved by the chairman of the department of English.

Persons wishing to be certified to teach in Illinois high schools must have twelve hours of composition credit. Nine of these may be from English 101, 102, 103. Hitherto, the additional three hours were offered by way of English 390, and may still be earned in that course. But the requirement in the College of Education, that English 391 shall be prerequisite to all student teaching, except in English, will automatically give the prospective teacher an extra three hours of credit that can be counted as composition. The English major and minor are required to take English 300.

Courses numbered 400 to 499 may be taken for graduate or for undergraduate credit; senior standing is required of undergraduates enrolling in the 400 courses. Graduate students should have not more than one-half of their English work on the 400 level.

101. Freshman Composition. A course requiring weekly writing practice, mostly expository, the student using chiefly his own ideas and materials, and aiming at the development of skill in organizing and arranging these ideas and materials; emphasis upon unity and coherence in the whole composition; an acquaintance with the library; an amount of directed reading; studies of the structure of the sentence; and conferences on written work. 3 hours.

English 101, 102, and 103 are required of all students who wish to take a degree. The courses should be taken in order, and should be registered for, every quarter, until the requirement of nine hours is fulfilled.

102. Freshman Composition. Writing practice continued; emphasis at the outset concentrated on effective organization as applied to the individual paragraph and to consecutive paragraphs; experience in library use continued, and materials for composition occasionally taken from library sources. Conferences, sentence study, and reading continued; punctuation study added. 3 hours.

103. Freshman Composition. Writing practice continued, in papers of greater length than those of 102; some of these involving further training in library use; others providing training in description and narration, and giving occasion for studying the somewhat advanced problems of diction, appropriateness of tone, and originality of treatment. Reading and conferences as in preceding courses. 3 hours.

205. Introduction to Poetry. Emphasis on technique, type, and period. 3 hours.

206. Introduction to Drama. An examination of the form, artistry, and ideas of various plays from most of the notable literary periods. Approximately twenty plays read. 3 hours.

209. Introduction to World Literature. An examination of masterpieces of various national literatures in various periods. 3 hours.

211. Introduction to Fiction. An examination of readable novels, designed to acquaint the student with the important aspects of artistic excellence in this form. 3 hours.

212. **Introduction to Modern Literature.** Principal forms, ideas, and writers of contemporary America and England; emphasis on the manner in which modern literature touches upon the many problems of twentieth-century life. Especially recommended to majors in other fields than English. 3 hours.
300. **Principles of English Grammar.** Required of majors and minors in English. Majors and minors other than in English should take English 391. Credit not allowed for both courses. 3 hours.
301. **Introduction to Semantics.** A study of the nature of language, and of the emotional as well as of the intellectual content; an attempt to break down linguistic naivete and to develop a consciousness of the motives that underlie the use of language. 2 hours.
302. **English Literature to 1550.** A survey of English literature from the beginnings to 1550, covering the major writings in prose and verse of the Old and Middle English periods, and the historical background and study of medieval literary types. 3 hours.
303. **Development of the English Language.** A study of the place of English in the family of European languages and of its historical growth. Designed mainly for the general student. 4 hours.
308. **American Novel.** Emphasis on the works of Hawthorne, Melville, Crane, Lewis, and Cather. 4 hours.
312. **Folklore.** A study of the types of folklore, supplemented by wide reading in the field. Students expected to collect and classify examples from local lore. Basic text: *The Folktale* by Stith Thompson. 3 hours.
314. **Seventeenth-Century Literature.** Political, religious, scientific, and aesthetic trends in seventeenth-century literature. 4 hours.
315. **Eighteenth-Century Literature.** Neo-classicism and the genesis of the Romantic movement in poetry; in prose, selected masterpieces, with emphasis on the satirical and critical essay. 4 hours.
316. **English Literature from 1550 to 1750.** Required of majors. Credit for 316 not given to students who already have credit for 201. 3 hours.
317. **English Literature after 1750.** Required of majors. Credit for 317 not given to students who already have credit for 202. 3 hours.
318. **A Survey of American Literature.** 4 hours.
319. **Survey of English Literature, 1550 to the present time.** A survey of the prose and poetry of England from Elizabethan times, designed especially to meet the needs of the English minor. Not to be taken by students who have had English 316 or 317.
320. **English Romantic Poetry, 1780 to 1830.** A survey of Romantic poetry, with emphasis on the poetry of Wordsworth, Coleridge, Byron, Shelley, and Keats. 4 hours.
321. **Victorian Poetry, 1830 to 1880.** A survey of Victorian poetry, and intensive study of Tennyson, Browning, and Arnold. 4 hours.
326. **Nineteenth-Century Prose.** Representative English non-fiction prose of the last century, and its relationship to nineteenth-century life and thought. 4 hours.
330. **Modern British Poetry.** The tendencies in British poetry from 1890 to the present. 4 hours.

342. **Semantics.** The relation of thought to language; the study of language as it is used to sway emotions; fallacies in logic; the techniques of analysis of definition; metaphor; translation; methods of detecting abuses and misuses of language. 4 hours.
354. **Development of the English Novel.** Representative novels from Defoe through Scott. 4 hours.
355. **The Victorian Novel.** The work of the major English novelists from Dickens to Hardy. 4 hours.
356. **The Novel Since 1900.** The work of novelists of various nations. Especially recommended for students not majoring in English. 4 hours.
360. **English Drama to 1642.** Representative plays showing the development of the drama from its English beginnings to 1642. 4 hours.
361. **Restoration and Eighteenth-Century Drama.** Intensive reading of plays; special reports. 4 hours.
362. **The Development of Tragic Drama from Aeschylus to the Present Time.** Principal tragic dramas and the shifting conceptions of tragic form and matter in the following ages. Ancient Greek, Roman, Renaissance, French Classical, Restoration, eighteenth- and early nineteenth-century, and the contemporary. 4 hours.
363. **Modern British Drama.** A survey of the drama since 1880, with intensive study of the most important plays after Ibsen. 4 hours.
365. **Shakespeare.** Emphasis on the reading of the chief comedies, with background studies in criticism and biography. 4 hours.
366. **Shakespeare.** A study of the chief tragedies, with extension supplementary readings. 4 hours.
369. **History of Literary Criticism.** The development of the ideas and techniques of criticism, beginning with Aristotle and concluding with some English critics of the nineteenth century. 4 hours.
370. **Milton.** The poetry of Milton, with emphasis on its forms, influence, and ethical values. 4 hours.
377. **Comparative Literature, Twentieth Century.** Readings in fiction, poetry, and drama of the twentieth century, chiefly from the literatures of continental Europe—France, Germany, Scandinavia, Russia, etc. 4 hours.
378. **Comparative Literature to the Renaissance.** A background, through lectures, for the appreciation of early European literature, with special emphasis on the classics of Greece and Rome; readings selected from translations of the works of Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Vergil, Terence, Dante, and others. 4 hours.
379. **Comparative Literature from the Renaissance to 1900.** Recent literature—other than English and American—in translations of the works of Rabelais, Cervantes, Voltaire, Rousseau, Goethe, Heine, Turgenev, Dostoyevsky, and others. 4 hours.
390. **Advanced Composition.** Expository writing, with practice on ideas and types of writing of special interest to the individual student. 3 hours.
391. **Usage in Spoken and Written English.** Grammatical practice and the essentials of structural grammar; a review of the "common decencies." A prerequisite for student teaching, except for English majors and minors, who take English 300. 3 hours.

392. **Advanced Composition: Creative Writing.** Practice in writing narrative, poetic, and other art forms, with study of contemporary models. 4 hours.
402. **Chaucer.** A study of the works of Chaucer, with attention to their form and content, the poet's literary relationships, his role as social commentator, his Middle English language, etc. 4 hours.
403. **The English Language.** An intensive study of the history of the English language with special emphasis on Middle English philology and the development of Modern English. Readings in Middle English literature. Knowledge of German a desirable preparation for the course. For English majors. 4 hours.
404. **Contemporary British and American Philology.** Development of modern British and American speech, with emphasis upon their historical growth and trends in their development. 4 hours.
405. **Modern American Poetry.** A study of the important poets since Whitman and of the major trends in poetry of the twentieth century. 4 hours.
406. **American Drama.** The rise of the theatre in America, a survey of the drama of the early period, and intensive reading of contemporary plays. 4 hours.
409. **The Medieval Story.** Comparative studies in medieval Germanic and Romance narrative art. All readings in Modern English translation. 3 hours.
424. **English Renaissance.** A consideration of the expansion of learning of the age, as it is reflected in literature; of poetic form and content; and of the development of prose as art. 4 hours.
431. **The Eighteen-Nineties.** Studies of English authors of the 1890's, emphasizing ideas, works, personalities, and setting. 4 hours.
464. **Modern Continental Drama.** A survey of the continental drama of Europe since 1870; with intensive study of representative plays of Scandinavia, Russia, Germany, France, Italy, Spain, and Portugal; and with attention to movements toward romanticism, realism, expressionism, naturalism, etc. 4 hours.
467. **Studies in Prose Style.** Analysis of the methods used by prose writers to obtain aesthetic and emotional effects. Devices of rhetoric, grammar, rhythm, and vocabulary examined in both older and recent writers. 4 hours.
468. **Aesthetics of Literature.** A review of the basic principles of literary composition and appreciation, in the light of recent aesthetic theory. 4 hours.
469. **Modern Criticism.** A study of recent critics and critical attitudes, with practice in writing criticism. 4 hours.
485. **Problems in the Teaching of English.** Studies of the aims, methods, materials, tests, programs, and other aspects of English instruction in the high school; emphasis on literature or on composition, as the special interest of the class may dictate. 4 hours.
492. **Advanced Creative Writing.** A laboratory course in creative writing. Prerequisite, English 392, or the consent of the instructor. 4 hours.
500. **Materials and Methods of Research in English.** An examination of the principal tools of literary scholarship and a review of the more important studies and journals. Practice in the preparation of selective bibliographies and scholarly reports. 2 hours.

- 501-5. Individual American Writers.** Each course the intensive study of an American author; ideas and artistry and their sources considered, as well as national qualities and influence on succeeding generations; critical papers and research reports required of all students. In various terms, such authors as Poe, Emerson, Melville, Whitman, and Mark Twain studied. 4 hours.
- 506. Old English.** The elements of Old English grammar, with readings in the prose and poetry of the period. Credit for this course allowed only if the student also takes English 516. 4 hours.
- 507. Medieval Romances in English.** English metrical and prose romances illustrative of the most popular type of medieval narrative. 3 hours.
- 508. The Rise of Realism in American Fiction.** Extensive reading in American literature after the Civil War; local color, early realists, major realistic novelists, and early naturalists. 4 hours.
- 509. Seminar: Chaucer: His life, Times, and The Canterbury Tales.** Prerequisite, English 403, History 322. 4 hours.
- 510. Seminar: Chaucer: Troilus and Criseyde and the Minor Poems.** Prerequisite, English 509. 4 hours.
- 511-13. Seminar: Problems in Middle English Literature.** *Piers Plowman*, Wycliff's tracts, Chaucerian, and other works reflecting fourteenth-century thought. Prerequisite, English 403, History 322. 4 hours.
- 514. Problems in Seventeenth Century Literature.** Studies in the development of forms and ideas in seventeenth-century literature. 4 hours.
- 515. Dr. Johnson and His Circle.** A study of personalities, critical attitudes, philosophical and political concepts, manners and customs of the eighteenth century, with special attention to the development of Romanticism. 4 hours.
- 516. Beowulf.** Study of the Old English epic. Continues from English 506 the study of grammar and forms. Examines the alliterative verse system of Old English poetry. 4 hours.
- 517. The Metaphysical Poets.** A study of the poetry of Donne, Herbert, Crashaw, Vaughn, and Traherne; their place in English poetry; their similarity to twentieth-century poets. 4 hours.
- 520. The Romantic Movement.** A study of the English Romantic movement as such; the great works of the period; and the outstanding figures and their relationships. 4 hours.
- 521-5. Individual English Writers.** Intensive studies of individual English authors, the particular name for a given quarter to be announced in the schedule for that quarter; emphasis to be on ideas, artistry, sources, literary relationships, national characteristics, etc.; research and reports required. 4 hours.
- 526-27. Studies in the Victorian Essay.** Lectures, reading, research, and reports on the non-fiction prose of the mid-nineteenth century England. In 526, emphasis on the earlier part; in 527, on the later part of the period. 4 hours.
- 540. The Essay.** Study of the development of the essay from Sir Francis Bacon to the present, with some attention to American essayists. 4 hours.
- 545. The Epic.** Studies in epic poetry and its influence: readings in Homer, Vergil, Dante, Milton, and selected novels and poems showing the more recent influence of the epic. 4 hours.

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554. **Eighteenth-Century Novels.** The origins of the novel, and its relation to other types of literature; the development of the novel through the eighteenth century; and the early novel as an art form and a social instrument. 4 hours.
- 555, 557. **Studies in the Victorian Novel.** Reading, research, and reports on the English fiction from 1830 to 1900, the first course dealing with fiction to about 1860, the second, with fiction to 1900. 4 hours.
560. **Elizabethan Drama.** A wide reading of plays of Elizabethan dramatists, with attention to their indebtedness to the guilds, classical influences prose romances, English history, and contemporary manners and vices; the Puritan attacks; the deterioration of drama; and the scholarship relating to the period. 4 hours.
561. **The Restoration and Eighteenth-Century Drama.** A study of the English drama from the Restoration to 1800; the European influences; the reflection of the times; the drama after the Collier attack; the comedies of Goldsmith and Sheridan; and the scholarship related to this drama. 4 hours.
562. **The Development of the Tragic Drama from Aeschylus to the Present Time.** A study of the tragic drama, and of the changing conceptions of the form and idea of tragedy through the ages. 4 hours.
566. **Shakespeare.** A review of the works of Shakespeare, together with extensive work in the scholarship that has accumulated on the subject, with emphasis upon the times of Shakespeare, his sources, language, versification, and other problems. 4 hours.
577. **Naturalism in the Novel and the Drama.** Studies in philosophical and literary naturalism, with emphasis upon literature since 1900; readings in French and Russian novels, and in modern American and British novels and dramas. 4 hours.
580. **Traditional Themes in Literature.** An examination of the use of persistent themes and legends in literature, to discover varying qualities of the ages, nations, and individual writers involved. Consideration of such topics as King Arthur, Faust, Utopia, and the like. 4 hours.

Foreign Languages

Professor Vera L. Peacock, Ph.D., Chairman
Associate Professor Helen A. Baldwin, A.M. (Emerita)
Associate Professor Mary Eileen Barry, Ph.D.
Associate Professor J. Cary Davis, Ph.D.
Associate Professor Hellmut A. Hartwig, Ph.D.
Associate Professor J. M. Pierce, A.M. (Emeritus)
Assistant Professor Anna K. Neufeld, A.M.
Assistant Professor Madeleine M. Smith, A.M.
Assistant Instructor Fresia Fierro, B.Ph.
Assistant Instructor Erika Amalia Hillen
Assistant Instructor Anne-Marie Thibaud

For a major in a language, a student in the College of Education must complete 36 hours exclusive of 101, 102, and 103; a student in the College of Liberal Arts and Sciences, 42 hours, exclusive of 101, 102, and 103. A 48-hour major is available for either college. At least one English and one history course numbered 300 or above should supplement the language major.

A minor consists of 24 hours of the language, exclusive of 101, 102, and 103.

101 and 102 will not be counted as electives toward graduation for any student unless 103 is also completed.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
For. Lang.	4	For. Lang.	4	For. Lang.	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. or Physics ...	4-5	Chem. or Math....	4	Math. or Physics...	4-5
History	5	Sociology	5	Govt.	5
P. E.	1	P. E.	1	P. E.	1
	<hr/> 17-18		<hr/> 17		<hr/> 17-18

Sophomore Year

For. Lang.	3	For. Lang.	3	For. Lang.	3
Bus. 102	3	Bot. or Zool.....	5	Art. or Music....	3
Econ. or Geog....	5	Eng. 212	3	Health Ed.	4
Eng. 209	3	P. E.	1	P. E.	1
P. E.	1	Electives	4	Electives	5
	<hr/> 15		<hr/> 16		<hr/> 16

Junior Year

For. Lang.	4	For. Lang.	9	For. Lang.	4
Guid. 205	4	Guid. 305	4	Educ. 315	4
Eng. 300 or 391 or 3		History	3	Eng.	4
Speech	4		<hr/> 16	Electives	4
Electives	6				<hr/> 16
	<hr/> 17-18				

Senior Year

For. Lang.	4	For. Lang.	3	For. Lang.	3
Educ. 331	4	Stud. Tchg.	12	Educ. 310	4
Electives	8		<hr/> 15	Electives	8
	<hr/> 16				<hr/> 15

Students who offer high school work in the foreign language for college entrance will not need to take the 12 hours listed in the first year and can apply that time on the two academic minors required by the College of Education. Minors of 24 hours to accompany a foreign language major are accepted from any academic field.

The curriculum for foreign language majors in the College of Liberal Arts and Sciences follows the above schedule except for the following:

1. Six hours of additional work in the major field are required.
2. The 32 hours allotted to education and student teaching not required in the College of Liberal Arts and Sciences may be applied to the development of a 48-hour major or to a minor field.
3. Four hours of psychology or philosophy must be included.

Graduate majors and minors are offered in French, Spanish, and German for the degrees of Master of Arts, Master of Science, and Master of Science in Education. A similar major and minor in Latin will be offered on demand.

French

- 101, 102, 103. Elementary Course.** Grammar; pronunciation; composition; conversation; reading of modern prose. 101 open to students who have had no previous work in French. Prerequisite for 102; French 101, or one year of high school French. 3 hours each.
- 101c, 102c, 103c. French Conversation.** Courses in conversation and oral drill taken with French 101, 102, 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections. 1 hour each.
- 151, 152, 153. Intermediate Composition and Reading.** Grammar; composition; oral practice; rapid reading on modern authors. Prerequisite, French 103, or two years of high school French. 3 hours each.
- 201, 202, 203. Survey of French Literature.** A study of the important currents of French literature from the beginning to the present time. Outside reading reports. One hour each week devoted to French composition. Prerequisite, French 153. 4 hours each.
- 220. French Conversation.** Conversation based largely on topics of current interest chosen from French newspapers and reviews. Prerequisite, French 151, or three years of high school French. 2-6 hours.
- 301. The French Novel of the Eighteenth and Nineteenth Centuries.** Lectures, collateral reading, and reports. Prerequisite, French 203. 3 hours.
- 302. Seventeenth and Eighteenth-Century Drama.** Intensive study of Corneille, Racine, Molière, Lesage, Voltaire, Marivaux, and Beaumarchais. Outside reading of minor dramatists. Prerequisite, French 203. 3 hours.
- 303. French Lyric Poetry.** French versification; Romantic, Parnassian, and Symbolist schools; contemporary poets. Weekly reports on outside reading. Prerequisite, French 203. 3 hours.
- 304. French Contemporary Novel.** Study of the novel from 1889 to the present, with emphasis on the symbolistic, regional, psychological, and socio-logical novels. Detailed study of Proust or Gide. Prerequisite, French 203. 3 hours.
- 305. French Contemporary Drama.** Study of French Drama from Dumas fils to the present, with emphasis on the *pièce à thèse*, the *théâtre libre*, symbolic drama, and the drama of modern social problems. Prerequisite, French 203. 3 hours.
- 340. French Literature of the Sixteenth Century.** Rabelais, Montaigne, the memoir writers, Marot, the Pleiade, and d'Aubigny. Prerequisite, French 203. 2 hours.

351. **Advanced Composition.** Rapid grammar review; study of idiomatic construction; weekly themes. Course conducted in French. Prerequisite, French 203. 4 hours.
352. **French Conversation and Phonetics.** A thorough study of the phonetic alphabet and of the formation of French sounds. Course conducted in French. Prerequisite, French 203. 5 hours.
353. **Advanced Composition and Conversation.** Oral and written composition of a practical nature for advanced students; intensive study of idiomatic expression and current usage. Prerequisites, French 351 and 352. 4 hours.
440. **French Poetry of the Renaissance.** A study of the development of French poetry from 1550 to 1600. 2 hours.
500. **Seminar in Contemporary French Literature.** Intensive study of the "roman fleuve" as exemplified in the works of Duhamel, Martin du Gard, and Romans. 2 hours.
501. **Seminar on a Selected French Author.** Intensive study of one author—his life, his work, and his place in the literary and cultural developments of civilization. 2 hours.
509. **French Literature from 1800 to 1850.** A study of Romanticism in French Literature and its relation to the general European Romantic movement. 4 hours.
510. **French Literature from 1850 to 1900.** 4 hours.
511. **Twentieth-Century French Drama.** A study of French drama from 1900 to the present. 3 hours.
520. **Graduate Composition and Diction.** Composition based on study of contemporary French authors; individual work in pronunciation and diction to be determined by entrance tests. 4 hours.

German

- 101, 102, 103. **Elementary Course.** Pronunciation; grammar; conversation; composition; class and collateral reading. 101 open to students who have had no previous work in German; 102 open to those who have had 101, or one year of high school German. 3 hours each.
- 101c, 102c, 103c. **German Conversation.** These courses in conversation and oral drill taken with German 101, 102, 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections. 1 hour each.
- 151, 152, 153. **Intermediate Course.** Grammar review and expansion; reading in modern prose; conversation and composition. Two periods a week devoted to literature, and one to grammar and composition. Prerequisite, German 103, or two years of high school German. 3 hours each.
- 201, 202. **Introduction to German Classical Literature.** Lessing, Goethe, Schiller, reading and discussion of representative works. 4 hours each.
203. **German Drama in the Nineteenth Century.** Kleist, Grillparzer, Hebbel; reading and discussion of representative works. 4 hours.
220. **Advanced German Conversation.** Conversation based on topics of current interest; extensive use of German newspapers, periodicals, and records. Admission by permission of the instructor. 2-6 hours.
251. **Scientific German.** Study of vocabulary and sentence construction as commonly found in German scientific writings. Prerequisite, German 152 or equivalent. 4 hours.

- 301, 302. Survey of German Literature to 1800.** The historical development of German literature; lectures; reading of representative authors. 4 hours each.
- 303. German 'Novelle' in the Nineteenth Century.** A study of representative works from 1800 to 1900, with emphasis on the literary movements of that time. 4 hours.
- 304. Kulturgeschichtliche Aufsaetze und Sprechuebungen.** Advanced composition and conversation based on the history of German civilization. Required for prospective teachers of German. 5 hours.
- 401. Goethe's Faust, Part I.** The Faust legend and early Faust books and plays; the genesis of Goethe's Faust; reading of Part I. Lectures, reports. 2 hours.
- 402. Goethe's Faust, Part II.** Reading of Part II; study of symbolisms, such as blending in Part II of paganism with Christianity, ancient Greek culture with Germanic culture, Helen's Classicism with Faust's Romanticism, etc. Lectures, reports. 2 hours.
- 403. German Ballads and Lyrics.** A selective study of the foremost examples of German balladry and lyric poetry, ranging from the poetry of Klopstock and Burger to that of Rilke and Werfel. Lectures, recitations. 3 hours.
- 411. Middle High German I.** Study of the grammar and selective readings in such national epic poems of the Middle High German Period as the *Nibelungen Lied* and *Gudrun*. Lectures, reports. 3 hours.
- 412. Middle High German II.** Study of the courtly epic poetry of such representative authors as Wolfram von Eschenbach, Gottfried von Strassburg, Hartmann von Aue, etc., and the lyric poetry of Walther von der Vogelweide. Lectures, reports. 3 hours.
- 500. Seminar in Contemporary German Literature.** Intensive study of the works of representative German authors, with special reference to the correlation existing between literary expression and social, economic, and political conditions since 1900. Lectures, outside readings, reports. 2 hours.
- 501. Seminar on a Selected German Author.** Intensive study of one author: his life, his work, and his place in the literary and cultural development of civilization. Lectures, outside readings, reports. 2 hours.
- 511, 512, 513. Thesis or Research in German Literature.** For students who are writing a thesis or making an advanced graduate study of some phase of German literature. Lectures, compilation of bibliographies, other research techniques, papers. 2 to 4 hours each (maximum of 9 hours).
- 591, 592, 593. Seminar on Kant.** A selective study of the works of Immanuel Kant, with special emphasis on the influence exerted by Kantian philosophy on subsequent German literature. Course may be counted on a major in philosophy, subject to the consent of the Department of Philosophy. Lectures, outside readings, reports. 2 hours each.

Greek

- 101, 102, 103. Elementary Course.** Grammar emphasized in the first quarter, and reading of an actual text begun in the second. The text selected, usually the New Testament. 4 hours each.
- 151, 152, 153. Intermediate Course.** Readings from Plato; grammar review and composition. Prerequisite, Greek 103. 4 hours each.
- 201, 202. Introduction to Homer.** Reading and interpretation of selections from the *Iliad* and *Odyssey*. 4 hours each.

203. **Introduction to Greek Tragedy.** Reading of at least two plays from the works of Aeschylus, Sophocles, and Euripides. 4 hours.
301. **Introduction to Greek History.** Reading and discussion of selections from the histories of Herodotus and Thucydides. 4 hours.
302. **Plato.** Reading and discussion of the *Republic*. 4 hours.
303. **Aristotle.** Reading and discussion of the *Ethics*. 4 hours.

Latin

- 101, 102, 103. **Elementary Course.** Grammar, composition, reading of simple prose; English derivatives and cognates stressed. 101 open to students who have had no previous work in Latin. Prerequisite for 102: Latin 101 or one year of high school Latin. 3 hours each.
151. **Intermediate Composition.** Useful for teachers and a convenient review for students. Prerequisite, Latin 103, or two years of high school Latin. 4 hours.
152. **Cicero's Essays.** De Senectute and part of De Amicitia. Prerequisite as for Latin 151. 4 hours.
153. **Livy.** Books I and XXI. Prerequisite as for Latin 151. 4 hours.
201. **Phormio of Terence.** Prerequisite, Latin 153, or equivalent. 4 hours.
202. **Horace's Odes and Epodes.** Prerequisite, Latin 153, or equivalent.
203. **Letters of Pliny.** Prerequisite, Latin 153, or equivalent. 4 hours.
301. **Cicero's Letters.** Emphasis laid upon the history of the times and the personality of Cicero. Prerequisite, Latin 203, or equivalent. 4 hours.
302. **Vergil's Eclogues and Georgics.** Hexameter carefully studied; Vergil's spirit and contribution to Rome considered. Prerequisite as for Latin 301. 4 hours.
303. **Tacitus.** The Agricola and Germania. Prerequisite as for Latin 301. 4 hours.
304. **Private Life of the Romans.** A course comprising a personal study of the average family; housing, food, and clothing; marriage, education, amusements, slaves, and freedom; means of livelihood; death and burial. Open to all students, whether they have had Latin or not. 2 hours.

The following courses are given in the summer, the selection being rotated to suit the needs of the students:

225. **Selections from Historians.** 4 hours.
226. **Ovid's Metamorphoses.** 4 hours.
227. **Orations of Cicero.** Supplementary to high school work. 4 hours.
335. **Vergil's Aeneid.** Books VII-XII. 4 hours.
341. **The Teaching of Latin.** A discussion and training course for teachers. 4 hours.
342. **Advanced Composition.** A careful study based on classic prosewriters. 4 hours.

Portuguese

- 100. Introductory Course.** Especially for Spanish majors and minors; open to students who have completed Spanish 153, and to others by consent of the instructor. 5 hours.

Russian

- 101, 102, 103. Elementary Course.** Pronunciation; outlines of declensions and conjugations; reading of elementary texts; selection of basic roots; analysis of prefixation and suffixation; oral practice; composition. 3 hours each.

- 101c, 102c, 103c. Russian Conversation.** Courses in conversation and oral drill, taken by students of Russian 101, 102, 103 for additional practice; elected only by students enrolled in the corresponding beginning sections. 1 hour each.

- 151, 152, 153. Intermediate Course.** Reading of classical and modern narrative prose; oral practice and sight reading; advanced composition. Prerequisite, Russian 103. 3 hours each.

- 201, 202. Introduction to Russian Classical Literature.** Short stories of Gogol, Pushkin, Turgenev, Tolstoy, etc. 4 hours each.

- 203. Russian Drama in the Nineteenth Century.** Griboyedov, Gogol, Pushkin, and minor dramatists. 4 hours.

- 251. Scientific Russian.** Study of vocabulary and sentence constructions as found in Russian readings on popular sciences. Prerequisite, Russian 103. 4 hours.

- 301, 302. The Russian Novel in the Nineteenth Century.** 4 hours each.

Spanish

- 101, 102, 103. Elementary Course.** Grammar; pronunciation; composition; conversation; reading of simple prose. 101 open to students who have had no previous work in Spanish. Prerequisite for 102: Spanish 101, or one year of high school Spanish. 3 hours each.

- 101c, 102c, 103c. Spanish Conversation.** Courses in conversation and oral drill to be taken with Spanish 101, 102, or 103, by students who wish additional oral training; elected only by students enrolled in the corresponding beginning sections. 1 hour each.

- 151, 152, 153. Intermediate Composition and Reading.** Grammar review, composition, oral practice, rapid reading of modern authors. Prerequisite, Spanish 103, or two years of high school Spanish. 3 hours each.

- 201, 202, 203. Survey of Spanish Literature.** A survey, continuing down to the present day. Lectures and reading of representative authors. Composition one day a week. Prerequisite, Spanish 153. 4 hours each.

- 220. Spanish Conversation.** Conversation based on topics of current interest; extensive use of records for comparison and imitation. 2-6 hours.

- 301. Spanish Novel of the Nineteenth and Twentieth Centuries.** Study of representative novels and authors from the Regionalists to the present time. Prerequisite, Spanish 203. 3 hours.

- 302. Spanish Drama of the Eighteenth and Nineteenth Centuries.** Reading of selected plays of the chief dramatists from Moratin to the generation of 1898. Prerequisite, Spanish 203. 3 hours.

315. **Arte y Cultura.** Conducted in Spanish. Informal class discussions of reports by students on present day topics relating to the life and interests of Latin America and Spain; extensive use of films. Prerequisites, Spanish 220, or consent of instructor. 3 hours.
333. **Spanish American Literature.** Survey of Spanish literature in America from the conquest to modern times. Required of Spanish majors. Prerequisite, Spanish 203, or consent of instructor. 3 hours.
340. **The Golden Age (The Dramatists).** Extensive individual reading of the plays of Lope de Vega, Calderon, Tirso, Ruiz de Alarcon, and others, with class reports and intensive study of some one dramatist. Prerequisite, Spanish 203, or consent of instructor. 3 hours.
345. **Cervantes.** Study of the life of the author and of the *Quijote*, with reference to style and source of materials. Comparative reports on the *novelas* and other works. Prerequisite, Spanish 203, or consent of instructor. 4 hours.
351. **Advanced Composition.** Daily themes based on Spanish models, with free composition once a week. Class discussions. Prerequisite, Spanish 203. 3 hours.
415. **Spanish Phonetics.** Analysis of the sounds of Spanish, their manner of production, and special drill in connected passages of prose and poetry. 3 hours.
500. **Seminar in Latin American Literature.** Intensive study of the modern novel in Latin America as an expression of social and cultural movements. Outside readings and class discussions. 2 hours.
501. **Seminar on a Selected Spanish Author.** Intensive study of one author, his life, his works, and his relationships to the literary and social currents of his time. 2 hours.
505. **The Picaresque Novel.** Class study of the *Lazarillo*, and collateral readings of the other masterpieces of this genre. 3 hours.
506. **The Renaissance.** A study of the literature of the Renaissance in Spain, including the drama, the novel, the lyric poetry, and the histories of the Indies. 3 hours.
520. **Composicion y Gramatica.** Free composition, based upon analysis of the style of contemporary Spanish authors, with special reference to grammatical constructions. Special projects in grammar undertaken. 4 hours.
525. **The Spanish Ballads.** The *romance* studied as part of the literature and folklore of Spain and the New World. 3 hours.
530. **Latin American Poetry.** Study of the modern trends in the poetry of Latin America as a whole, with emphasis on its international aspect and its relation to other literary forms. Prerequisite, Spanish 333, or consent of instructor. 3 hours.

Romance Philology

410. **Romance Philology I.** A survey of the phonology, morphology, and syntax changes in Romance languages in general; special attention to developments in French and Spanish for majors in these fields. 4 hours.
514. **Romance Philology II.** Studies in syntax of Old French and Old Spanish, with special problems in the field of the student's major interest. 4 hours.

- 515. Readings in Romance.** Selected readings in the literature of Old French and Old Spanish, with emphasis upon the student's major field. Prerequisite, Romance Philology 410, or equivalent. 4 hours.
- 516. Arthurian Romance.** Intensive readings in the Arthurian Romances in the field of the student's major interest (French or Spanish) with reference to the *genre* as a whole. Prerequisite, Romance Philology 410, or equivalent. 4 hours.

Geography and Geology

Professor Floyd F. Cunningham, Ph.D., Chairman
 Visiting Professor Charles C. Colby, Ph.D.
 Associate Professor Flemin W. Cox, A.M. (Emeritus)
 Associate Professor Stanley E. Harris, Jr., Ph.D.
 Associate Professor Marjorie Shank, A.M.
 Assistant Professor Oliver W. Beimfohr, M.S.
 Assistant Professor Robert A. Harper, Ph.D.
 Assistant Professor Annemarie Krause, M.S. (On Leave)
 Assistant Professor Dalias A. Price, A.M.
 Instructor Roy Meyer, A.M.

A student interested may take his major work in the field of geography in either the College of Education or the College of Liberal Arts and Sciences, depending upon his objective:

1. In the College of Education, for preparation to teach geography in the elementary or secondary schools, or (with further preparation) in the junior college; or as a part of preparation to teach either social science or physical science in the elementary or secondary schools.
2. In the College of Liberal Arts and Sciences, for a thorough knowledge of geography, in preparation for civil service appointment as geographer, or for meeting demands of private organizations requiring the services of geographers.

In the College of Liberal Arts and Sciences, the student majoring in geography needs to present a minor in another field. Forty-two hours of geography are required for a major; twenty-four hours are required for a minor.

In the College of Education, forty-eight hours of geography are required for a major if the student offers only one minor; only forty-two hours are required for the major if he offers two minors. Twenty-four hours are required for a minor.

One year of foreign language will be required of all geography majors enrolled in the College of Education.

Persons who expect to teach in the elementary school are urged to take at least a minor in geography, which must include Geography 100 and 101.

Those expecting to teach high school commercial or economic geography with a medium preparation must have twelve quarter hours of college geography. Students should meet this requirement by taking Geography 100, 201, 324, and 405.

Those expecting to teach high school physical geography with a medium preparation must have eighteen quarter hours in college physical geography. Students should meet this requirement by taking Geography 101, 220, 310, and any other physical geography subject (see list below).

Classification of geography courses:

Physical: 101, 220, 221, 222, 303, 306, 310, 311, 331, 406, 407, 430, 435.
 Social: 100, 210, 211, 312, 317, 319, 324, 328, 345, 405, 409, 424, 460.
 State, Regional, or Continental: 313, 314, 315, 316, 318, 320, 321, 401, 402, 450-455.

Educational: 341, 423.

Geography 100, 101, and 210 are required of all geography majors and minors.

Suggested Curriculum in College of Education

Freshman Year			
Fall	Hours	Winter	Hours
Geog. 100	5	Geog. 101	5
Eng. 101	3	Eng. 102	3
Math. 106	4	Math. 107	4
P. E.	1-2	Art 120	3
Electives	3	P. E.	1-2
	16-17		16-17
			17-18
Sophomore Year			
Guid. 205	4	Geog. 210	4
Foreign Language....	3	Foreign Language....	3
Hist. 201 or 202....	5	Economics	5
Eng. 205, 206, 209, 211 or 212.....	3	Eng. 205, 206, 209, 211 or 212.....	3
P. E. (Women).....	1	P. E. (Women).....	1
	15-16		15-16
			16-17
Junior Year			
Geog. 314	4	Geog. 315	4
Guid. 305	4	Educ. 310	4
Electives	8	Agric. 204	5
	16	Eng. 300 or 391.....	3
			16
Senior Year			
Geog. 319	4	Geog. 460	2
Educ. 331	4	Geog. Electives	3
Student Teaching....	4	Student Teaching....	4
Electives	4	Electives	8
	16		17
			16

The above schedule is based on a minimum of 42 hours for a major in geography. Electives should be chosen in such way that a student will have a minor of 24 hours in a field outside the social studies.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year			
Fall	Hours	Winter	Hours
Geog. 100	5	Geog. 101	5
Eng. 101	3	Eng. 102	3
Math. 106 or Physics 101	4	Chem. 101	4
Art 120 or Music 100	3	P. E.	1-2
P. E.	1-2		13-14
	16-17		17-18
Sophomore Year			
Hist. 201 or 202....	5	Geog. 210	4
Foreign Language....	3	Foreign Language....	3
Eng. 205, 206, 209, 211 or 212.....	3	Eng. 205, 206, 209, 211 or 212.....	3
Bot. 101, 202 or Zool. 101, 105.....	5	Agric. 204	5
P. E. (Women).....	1	P. E. (Women).....	1
	16-17		17-18
Junior Year			
Geog. Electives	4	Geog. Electives	4
Guid. 206 or Phil. 316	4	Electives	12
Electives	8		16
	16		16

Senior Year		
Fall	Winter	Spring
Geog. Electives 4	Geog. 460 2	Geog. Electives 4
Electives 12	Geog. Electives 2	Electives 12
<u>16</u>	<u>12</u>	<u>16</u>
	16	

The above schedule is based on a minimum of 42 hours for a major in geography. Electives should be chosen in such way that a minimum of at least 24 hours is completed in one subject.

Geography Courses and Terms Regularly Offered

Year I		
Fall	Winter	Spring
Global 100 5 (5 Sec.)	Global 100 5 (5 Sec.)	Global 100 5 (5 Sec.)
Physical 101 5	Physical 101 5 (2 Sec.)	Physical 101 5
Economic 210 4	Economic 210 4	Economic 210 4
Economic 211 5	Economic 211 5	Economic 211 5
Geology (Physical) 220....5	Historical Geology 221....5	Minerals and Rocks 222.....5
Anglo-American 314 4	Physical Geology 220....5	Historical Geology 221....5
Conservation 324 4	Meteorology 310 4	Map and Aerial Photo Reading 306 4
Physiographic Provinces of No. America 430 4	South America 316 4	Asia 318 4
	Geomorphology 331 4	Australia 321 2
		Conservation 324 4
Year II		
Global 100 5 (5 Sec.)	Global 100 5 (5 Sec.)	Global 100 5 (5 Sec.)
Physical 101 5	Physical 101 5 (2 Sec.)	Physical 101 5
Economic 210 4	Economic 210 4	Economic 210 4
Economic 211 5	Economic 211 5	Economic 211 5
Physical Geology 220....5	Historical Geology 221....5	Minerals and Rocks 222 5
Geography of Illinois 313 3	Physical Geology 220....5	Historical Geology 221....5
Anglo-America 314 4	Meteorology 310 4	Map and Aerial Photo Reading 306 4
Conservation 324 4	Europe 315 4	Africa 320 4
Physiographic Provinces of No. America 430 4	Geomorphology 331 4	Conservation 324 4

100. **Global Geography.** A world regional survey in which significant differences from place to place are observed and analyzed. An understanding of the basic factor of population-distribution forms the core of the course, which also involves the tracing of the development of man's working connections with the land and its resources. Satisfies the geography requirement for the bachelor's degree in all colleges of the University. Staff. 5 hours.
101. **Physical Geography.** A study of the earth's surface, the areal differences and relationships of its landforms, water resources, soils, natural vegetation, and economic minerals. Emphasis placed on the world distribution patterns of these physical elements, their relationships to each other, and their importance to man. Course designed to give student a detailed analysis and interpretation of the physical features of the earth with special attention given to Southern Illinois. Meets needs of prospective teachers of nature study, natural, social, and general sciences. Required of geography majors and minors. One major field trip required. Prerequisite, Geography 100. Price. 5 hours.
210. **Economic Geography.** A study of the world distribution of types of activity and industries, such as hunting, fishing, lumbering, grazing, farming, mining, manufacturing, transportation, and trade. Krause. 4 hours.

- 211. Economic Geography.** Similar to Geography 210, except beginning with a survey of the physical elements of the environment before making a study of the world distribution of types of activities and industries. Open only to students majoring in business administration; not open to students who have had Geography 100, except under certain conditions approved by the chairman of the department. Beimfohr. 5 hours.
- 306. Map and Aerial Photo Reading.** A study of the sources and uses of military and civilian maps, charts, graphs, and aerial photographs. Laboratory and field work required. Prerequisite, Geography 100. 3 or 4 hours.
- 310. Meteorology.** A study of weather in detail, relative to its origin, the factors and conditions influencing it, and its importance to man. Emphasis placed upon material of value in agriculture, aviation, business, industry, and everyday understanding of weather. Study of most recent theories and findings in weather science. Course of value to persons interested in weather bureau service. Prerequisite, Geography 100. Price. 4 hours.
- 311. The Geography of Soils.** Study of the world-wide distribution of soils, with particular emphasis upon those of the United States. Stress placed upon the reasons for the major soil types. Course concluding with a study of the agricultural pattern as it relates to the various groups of soils, and with the many problems related to the use, misuse, and abuse of the soils. Prerequisite, Geography 100. Beimfohr. 4 hours.
- 312. Ecological Crop Geography.** The ecological phases of crop production and distribution. Course dealing specifically with (a) the social environment of crop plants; (b) a generalized study of the physiological environment; (c) the separate ecological factors of moisture, water, temperature, light, soil, and air; (d) the actual geographical distribution of crop plants. Prerequisite, Geography 100. Cunningham. 5 hours.
- 313. Geography of Illinois.** A study designed to acquaint the student with the regional concepts of our state. Attention given to the distribution, extent, importance, and interrelationships of climate, vegetation, soils, landforms, water, and mineral resources; and the cultural features of Illinois which include agriculture, manufacturing, industry, and population distribution. These analyzed and interpreted within a regional pattern. Prerequisites, Geography 100 and 101. Price. 3 hours.
- 314. Geography and Anglo-America.** A systematic regional treatment of North America, north of Mexico. Special emphasis given to a study of the interrelationships of the physical and cultural factors in the regions. Krause. 4 hours.
- 315. Geography of Europe.** An intensive study of regions of Europe with stress upon the description, interpretation, utilization, and interdependence of these regions. Consideration of present and possible future significance of the continent. Prerequisite, Geography 100. Cunningham. 4 hours.
- 316. Geography of South America.** A study of the regions and resources of the Latin American countries as they relate to national and international problems. Prerequisite, Geography 100. Krause. 4 hours.
- 318. Geography of Asia.** A regional treatment of the countries of Asia, their relative location, climate, relief, size, shape; and the patterns of human, agricultural, and industrial and economic features. 4 hours.
- 319. Historical Geography of the United States.** A study of geographic influences upon the discovery, exploration, settlement, and development of the United States. Emphasis placed upon the physical setting, the western migrations, and the adjustments and maladjustments of American society to earth conditions and resources. Prerequisites, Geography 100 and 101. 4 hours.

320. **Geography of Africa.** A regional approach to the study of the continent. Patterns of climate, soils, minerals, vegetation, and relative location to be woven together with the agricultural, economic, and industrial features into the regional framework of Africa. Prerequisites, Geography 100. 4 hours.
321. **Australia.** A study of the only continent which lies wholly in the Southern Hemisphere; its unusual climatic and economic conditions; its importance in the British Empire; and its vital place in the economic and political life of the Pacific. Prerequisite, Geography 100. 2 hours.
- 324 (325). **Restoration and Conservation of Natural Resources.** A course including a survey of the major resources of the United States, the history of their exploration, and their influence on the development of the nation, the problems of their conservation and restoration, especially water, mineral, forest, grass, soil, and wildlife resources. State and national Resource Planning Boards reports used. Prerequisite, Geography 100. Cunningham. 4 hours.
341. **The Teaching of Geography.** A course designed to meet the needs of those who expect to teach geography either in the elementary or in the secondary schools. Various methods of teaching geography studied and evaluated; each student given an opportunity to become acquainted with the geographic literature, the materials usable in the teaching of geography, and the many teaching devices available—as these are related to his particular problem. 3 hours.
345. **Political Geography of World Problems.** An integrated study of the political and geographical structure of the world and of its relation to the political affairs of the United States. Emphasis placed on interdependence and on the relations of natural resources and geographic factors to present political policies. Prerequisite, Geography 100. 4 hours.
401. **Monsoonal Asia.** A topical and regional study of the wet lands of Asia. A course designed not only to give the student a realistic understanding of the various areas of Monsoonal Asia, but also to show how this vast area, containing almost two-thirds of the world's population, is related politically and economically to the rest of the world. Special attention focused on our occupation policy in Japan; internal civil strife in China; the movements toward independence in British India, the Dutch East Indies, and French Indo-China; and the now independent Philippines. Prerequisites, Geography 100, 101, and 210. 4 or 5 hours.
402. **The Soviet Union.** A study of the USSR based on both a topical and a regional approach. An attempt made to obtain an accurate appraisal of the natural-resources base of Russia, as well as an estimate of her industrial and agricultural strength. Political problems of the U.S.S.R. as they are related to the elements of the geographic complex. Prerequisites, Geography 100, 101, 210. Harper. 4 or 5 hours.
405. **Advanced Economic Geography.** A study of the areal differentiation of the earth's economic life as reflected in the production, movement, and consumption of raw materials, agricultural products, and commodities of industry in national and international trade. Hindrances and barriers to interstate and foreign trade examined, as well as current efforts to ease restrictions. Prerequisites, Geography 100, 101, and 210. Beimfohr. 4 or 5 hours.
406. **Cartography and Graphics.** Critical supervision in the construction and reproduction of maps and charts used in reports, theses, and various publications. 3 or 4 hours.
407. **Climates of the World.** A study of the principles of climatology of world climates and the physical bases for the differentiation of climatic types. Prerequisites, Geography 100 and 310. 4 hours.

- 409. Trade Centers and Trade Routes.** An intensive survey dealing with the evolution of trade centers and trade routes. Considerable time spent on problems encountered in urban and regional planning. Prerequisites, Geography 100, 101, and 210. 4 hours.
- 423. Special Methods and Problems in Geography.** A research-methods course offered primarily for teachers of geography, earth science, and allied subjects. Special problems studied from the two standpoints of pure research and teaching method. 3 or 4 hours.
- 424. Methods and Problems in Resource-Use and Conservation.** A research-methods course offered primarily for teachers of conservation or allied subjects. Selection of special problems which have not been covered in the subject matter courses or in education courses. Prerequisites, Geography 100 and 210. 3 or 4 hours.
- 430. Physiographic Provinces of North America.** A course designed to give the student an intelligent appreciation of the evolution of land forms in the physiographic provinces of North America; to explain the surface features in a landscape; and to interpret the human drama related thereto. Prerequisites, Geography 100 and 101, Geology 220 or Geomorphology 331. Harris. 4 hours.
- 450-455. Regional Field Courses.** Courses designed to give students first-hand knowledge of various areas of the world. Travel generally by bus. Prior to departure a week of intensive supervised study, on the campus, made of the region to be visited. A satisfactory written report required by the instructor in charge, within six weeks after trip has been completed. Prerequisites, Geography 100, 101, and 210. 3 to 5 hours' credit, depending upon length of trip. (No student may earn more than ten hours' credit toward a major in geography in regional field courses.)
- 460. Current Geographical Journals.** Course designed to acquaint students with the leading journals in the field of geography. Each student enrolled in course to report content of certain recent or current issues. Class meetings, one period of two hours each week. Required of all geography majors. Prerequisite, a minimum of 14 hours of geography. 2 hours.
- 500-510. Pro-Seminar.** An introduction to the theory and techniques of research in geography. 2-4 hours.
- 511. Philosophy of Geography.** A course to acquaint the student with the history and philosophies of geography as illustrated by various types and sources of literature. Emphasis placed upon the role of geography in the social studies. 3 or 4 hours.
- 512. Geography of the Caribbean Lands.** A topical and regional study of the lands bordering the Caribbean, with a view of creating a basis for an understanding of the problems of the people as they are related to their own environments, to the rest of the world, and particularly to the United States. Prerequisites, Geography 100, 101, and 210. 3 or 4 hours.
- 515. Field Work Techniques.** A course to give the student field experience in observing, recording, mapping, photographing, and studying geography out of doors. Various field techniques and instruments employed in working out geographic projects. Prerequisites, Geography 100, 101, and 210. 3 or 4 hours.
- 520. Seminar in Population Distribution.** An intensive study of problems in the distribution of population. A detailed and comprehensive study made of regions where population problems have become acute. Each student to select one area for intensive research. 4 hours.

521. Seminar in Industrial Geography. A comprehensive study of some of the many problems in industrial geography as they are conditioned by the elements of the geographic complex. 4 hours.

526-530. Readings in Geography. Supervised readings in selected subjects. Hours and credits to be arranged.

599. Thesis. 2-6 hours.

Geology

220. Physical Geology. A study of the principal minerals and rocks of the earth's crust, emphasizing origin and identification; and the physical processes which have been active and are now active in producing the surface features of the earth. Laboratory and field trips required. Harris. 5 hours.

221 (302). Historical Geology. Presents in chronological order the procession of physical and biotic changes through which the earth has passed. Includes not only the physical history of the earth, but the evolution of life forms as evidenced by fossil records. Prerequisite, Geology 220, or permission of the instructor. An elementary course in zoology or botany also recommended for preparation. Harris. 5 hours.

222. Minerals and Rocks. A course designed to acquaint the student with the common rock-making minerals and the principal rocks of the earth's crust; some important economic minerals also studied. Laboratory and class work concerned with identification and principles of origin. Prerequisite, Geology 220. Harris.

303. Economic Geology. Study of the world's mineral resources, their geological origins, their world distribution, the methods of production and processing, and the economic problems resulting from their utilization. Prerequisite, Geology 220. Harris. 4 hours.

331. Geomorphology. A course concerning the origin of our land forms, intending to show the relationship of land forms to the interplay of diastrophism; volcanism; rock structure and composition; and the processes of weathering and erosion. Prerequisites, Geography 100 and 101 or Geology 220. Harris. 4 hours.

435. Coal and Oil. A brief survey of our two most important fuels. A study of their methods of exploration and extraction; their nature, and manner of occurrence; and their geologic and geographic distribution. Prerequisite, Geology 220, Geography 101, or permission of instructor. Harris. 4 hours.

Government

Professor Orville Alexander, Ph.D., Chairman
 Professor Willis G. Swartz, Ph.D.
 Associate Professor Frank L. Klingberg, Ph.D.
 Associate Professor Ward M. Morton, Ph.D.
 Associate Professor Max Wesley Turner, Ph.D.
 Assistant Professor Robert McGrath, Ph.D.
 Assistant Professor John S. Rendleman, J.D.
 Assistant Professor William O. Winter, Ph.D.

An undergraduate major for a student in the College of Education consists of thirty-six quarter hours; for a student in the College of Liberal Arts and Sciences, forty-two quarter hours. For a minor, twenty-four quarter hours are required in both colleges.

A major or minor is recommended for those wishing to teach civics or government courses, and for those wishing to qualify for the study of law or for the public service.

Senior-college students may be permitted to take advanced undergraduate courses in government without any prerequisites.

Students majoring in government are urged to take as much work as possible in other social science departments, with at least one minor in a related field.

Students planning to take graduate work in government beyond the master's degree should acquire a reading knowledge of both French and German.

The department offers a major and a minor leading to the Master of Arts degree; also, government may be one of two or three departments combined to form a social science major leading to the Master of Science in Education degree.

Suggested Curriculum in College of Education

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Govt. 101	5	Govt. 102	3	Govt. 103	2
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120 or Music 100	3	Geog. 100	5	Econ. 205	5
French, German, or		French, German, or		French, German, or	
Spanish 101	3	Spanish 102	3	Spanish 103	3
P. E.	1-2	P. E.	1-2	P. E.	1-2
	15-16		15-16		14-15

Sophomore Year

Govt. 231	5	Eng. 212	3	Govt. 232	3
Eng. 209	3	Math. 106	4	Health Ed. 202	4
Hist. 202	5	Zool. 101 or		Math. 120	4
Physics, or		Bot. 101	5	Soc. 101	5
Chem. 101	4	P. E. (Women)	1	P. E. (Women)	1
P. E. (Women)	1	Electives*	3-5		
	17-18		15-18		16-17

Junior Year

Govt. 360	5	Govt. 391	4	Govt. 380	4
Guid. 205	4	Guid. 305	4	Govt. 385	4
Eng. 300 or 391	3	Electives*	7-9	Educ. 310	4
Govt. 370	4			Electives*	3-5
	16		15-17		15-17

Senior Year

Govt. 390	4	Govt. 467	3	Govt. 392	3
Govt. 466	3	Educ. 331	4	Stud. Tchg.	8
Educ. 315	4	Stud. Tchg.	4	Electives*	3-5
Govt. 499	4	Electives*	4-6		
	15		15-17		14-16

* Unless a student has had work in one of the areas in high school, he must take a total of 3 quarter hours of work in agriculture, business administration, home economics, or industrial arts.

Suggested Curriculum in College of Liberal Arts and Sciences**Freshman Year**

Fall	Hours	Winter	Hours	Spring	Hours
Eng. 101	3	Govt. 102	3	Govt. 103	2
Govt. 101	5	Eng. 102	3	Eng. 103	3
Art 120 or Music 100	3	Geog. 100	5	Econ. 205	5
French, German, or Spanish 101	3-4	French, German, or Spanish 102	3-4	French, German, or Spanish 103	3-4
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<u>15-17</u>		<u>15-17</u>		<u>14-16</u>

Sophomore Year

Govt. 231	5	Bot. or Zool. 101	5	Govt. 232	3
Eng. 209	3	Eng. 212	3	Health Ed. 202	4
Hist. 202	5	Math. 106		Math. 120	4
Physics, or Chem. 101	4	Bus. Ad. 170	4	Soc. 101	5
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
	<u>17-18</u>		<u>16-17</u>		<u>16-17</u>

Junior Year

Govt. 360	5	Govt. 391	3	Govt. 385	4
Econ. 310	4	Econ. 330	3	Geog. 324	4
Soc. 331	5	Soc. 355	3	Soc. 369	3
Electives	1-3	Electives	5-7	Electives	4-6
	<u>15-18</u>		<u>14-16</u>		<u>15-17</u>

Senior Year

Govt. 390	3	Govt. 467	3	Govt. 380	4
Govt. 370	4	Geog. 328	3	Govt. 392	3
Geog. 345	4	Philos. 316	4	Hist. 330	3
Philos. 310	3	Electives	4-6	Electives	5-7
Electives	3				
	<u>17</u>		<u>14-16</u>		<u>15-17</u>

**Suggested Curriculum in College of Liberal Arts and Sciences
with Emphasis on Public Administration****Freshman Year**

Fall	Hours	Winter	Hours	Spring	Hours
Govt. 231	5	Govt. 232	3	Govt. 103	2
Eng. 101	3	Eng. 102	3	Eng. 103	3
Music 100 or Art 120	3	Geog. 100	5	Econ. 205	5
French, German, or Spanish 101	3	French, German, or Spanish 102	3	French, German, or Spanish, 103	3
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<u>15-16</u>		<u>15-16</u>		<u>14-15</u>

Sophomore Year

Govt. 305	4	Bot. or Zool. 101	5	Physics or Chem. 101	4
Eng. 209	3	Eng. 212	3	Health Ed. 202	4
Hist. 202	5	Speech 201	2	Soc. 101	5
Math. 106	4	Math. 107	4	Math. 120	4
P. E. (Women)	1	Bus. Ad. 170	4	P. E. (Women)	1
	<u>16-17</u>		<u>18</u>		<u>17-18</u>

Junior Year					
Fall		Winter		Spring	
Hours		Hours		Hours	
Govt. 360	5	Govt. 440	4	Govt. 380	4
Govt. 420	3	Govt. 495	3	Govt. 496	3
Bus. Ad. 251	4	Bus. Ad. 252	4	Bus. Ad. 253	4
Econ. 330	3	Econ. 331	3	Econ. 332	3
Soc. 369	3	Soc. 375	4	P. E. (Women)	1
	18		18	Electives	2-3
					16-18

Senior Year					
Fall		Winter		Spring	
Hours		Hours		Hours	
Govt. 466	3	Govt. 435	3	Govt. 436	3
Govt. 499	4	Govt. 467	3	Govt. 497	3
Hist. 435	3	Hist. 436	3	Hist. 437	3
Electives	6-8	Electives	6-9	Eng. 390	3
	16-18		15-18	Electives	3-6
					15-18

Suggested Curriculum in College of Liberal Arts and Sciences with Emphasis on International Affairs

Freshman Year					
Fall		Winter		Spring	
Hours		Hours		Hours	
Govt. 101	5	Govt. 102	3	Govt. 103	2
Eng. 101	3	Eng. 102	3	Eng. 103	3
Hist. 101	3	Hist. 102	3	Hist. 103	3
*French, German, or Spanish 101	3-4	Foreign Lang. 102 ..	3-4	Foreign Lang. 103 ..	3-4
P. E.	1-2	Mus. 100 or Art 120	3	Geog. 100	5
	15-17	P. E.	1-2		16-17
			16-18		

Sophomore Year					
Fall		Winter		Spring	
Hours		Hours		Hours	
Govt. 231	5	Bot. or Zool. 101	5	Govt. 232	3
*French, German, or Spanish 101	3-4	Foreign Lang. 102 ..	3-4	Foreign Lang. 103 ..	3-4
Soc. 101	5	Eng. 209	3	Econ. 205	5
Chem. or Physics 101	4	Math. 106	4	Math. 120	4
P. E. (Women)	1	P. E.	1-2	P. E. (Women)	1
	18-19		16-18		16-17

Junior Year					
Fall		Winter		Spring	
Hours		Hours		Hours	
Govt. 370	4	Econ. 328	4	Phil. 321	4
*Foreign Lang.	3-4	Foreign Lang.	3-4	Foreign Lang.	3-4
Geog. 210	4	Geog. 345	4	Health Ed. 202	4
Hist. 212	5	Hist. 318	5	Eng. 212	3
	16-17		16-17	Electives	3
					17-18

Senior Year					
Fall		Winter		Spring	
Hours		Hours		Hours	
Govt. 390	3	Govt. 391	3	Govt. 392	3
Govt. 480	4	Govt. 472	4	Govt. 475	4
*Foreign Lang.	3	Foreign Lang.	3	Foreign Lang.	3
Hist. 352	4	Hist. 440	5	Hist. 450	5
Geog. 315, 316, 318, or 320	4	Electives	2-3	Electives	2-3
	18		17-18		17-18

* At least two years each of two modern foreign languages are recommended. (Or four years of one.)

101 (200). Problems of American Democracy I. Introductory course designed for the dual purpose of meeting the social science and American government requirements and of providing a general survey of American democratic problems for those not intending to take additional work in the field. Emphasis given to problems pertaining to civil liberties, pressure groups and propaganda, the electoral system, and general governmental organization and procedures. 5 hours.

- 102 (201). Problems of American Democracy II.** A continuation of 101, with emphasis on governmental functions and services. 3 hours.
- 103. Problems of American Democracy III.** To be taken either separately or in conjunction with 102. Emphasis upon international relations and foreign policy. 2 hours.
- 231. American Government I.** A survey course covering the structure, functions, and principles of the government of the United States; designed for those qualifying to teach in the field, preparing for law school, or specializing in government. May be taken in place of Government 101 to satisfy the social science and American government requirements. 5 hours.
- 232. American Government II.** A survey of the structure and functions of state government. 3 hours.
- 300. American National Government I.** An advanced course in American government designed for senior college students. Not open to students who have had Government 231. Satisfies the American government requirement in the College of Education. 5 hours.
- 305. Development of the American Constitution.** The evolution of the United States constitutional system. Recommended for pre-law students. Turner. 4 hours.
- 315. Administration of Justice.** A study of the organization and administration of the American judicial system. Recommended for pre-law students. Alexander. 3 hours.
- 330. Illinois State Government.** The historical development of the governmental system of Illinois. 2 hours.
- 360. Public Administration.** A course dealing with the increasingly important problems of national, state, and local administration of government; machinery of administration; civil service; personnel management; administrative law. Turner. 5 hours.
- 370. International Relations.** A study of the leading problems in world politics. Special consideration given to such topics as modern imperialism, contemporary colonial systems, and postwar problems. Klingberg. 4 hours.
- 380. Political Parties.** The development of political parties in the United States; the fundamental principles underlying party organization and functions; the party platform, nominating system, and campaign methods. Swartz. 4 hours.
- 385. Contemporary Political "Isms".** An advanced survey of the leading schools of political thought in England and in Europe in the nineteenth and twentieth centuries: Socialism, Communism, Pluralism, Fascism, Nationalism, etc. Swartz. 4 hours.
- 390. Comparative Government (Democracies).** A comparative study of the political systems of European democracies, such as England, France, and Switzerland. Morton. 3 hours.
- 391. Comparative Government (Dictatorships).** A comparative study of the political systems of European dictatorships: Nazi Germany, Fascist Italy, Soviet Russia, Falangist Spain. Morton. 3 hours.
- 392. Comparative Latin-American Governments.** A survey of the political organization of the Latin-American republics during the period of independence, with a more detailed comparison of the recent developments of the political systems of Mexico and Argentina. Morton. 3 hours.
- 420. Pressure Groups and Politics.** An analysis of the rapidly growing number of interest groups and their techniques of political propaganda. Swartz. 3 hours.

421. **Readings in Government.** 1-3 hours.
435. **Government and Business.** An historical study, with contemporary emphasis, upon the increasingly important relations between government and economic institutions. Turner. 3 hours.
436. **Government and Labor.** Federal and state power to regulate labor relations: labor legislation relating to hours, wages, and working conditions; social security; labor organizations; employee, union, and management-labor practices; civil and criminal liability of disputants in controversy; emphasis on the changing character of labor problems and the constitutional aspects of labor legislation. Turner. 3 hours.
440. **Public Personnel Management.** A survey of the methods and functions of modern public personnel administration—covering recruitment and selection, training, hours of work, wage schedules, promotions and transfers, service rating, health and safety, interest and morale. Government 360 to serve as background. Turner. 3 hours.
450. **Contemporary Legislation.** An analysis of contemporary national problems through a study of recent and proposed legislative enactment. Alexander. 2 hours.
466. **State Government and Administration.** A study of the leading problems in government and administration in American states and localities. Problems pertaining to the executive, legislative, and judicial; taxation, public health, education, commerce, and industry. Alexander. 3 hours.
467. **Municipal Government and Administration.** A study of the evolution of city government in the United States; the various types of city government; municipal elections, charters, etc. Alexander. 3 hours.
472. **International Government.** A study of the organization and development of international governmental and administrative systems; the machinery of international intercourse; the problems of war. Emphasis given to the organization and operation of the League of Nations and the United Nations. Swartz. 4 hours.
475. **International Law.** A study of the legal rules and practices governing the nations in their relations in peace and war. Careful attention given to those legal decisions which are recognized as important precedents in international law. Klingberg. 4 hours.
480. **The Pacific and the Far East.** A study of the increasingly-important political and strategic problems in this area. Swartz. 4 hours.
487. **American Political Ideas.** An historical study of the political ideas of leading American statesmen and publicists, and their resulting influence upon our governmental system. Swartz. 4 hours.
488. **Recent Political Theory, I.** A study of the outstanding Anglo-American liberal political theorists from John Stuart Mill to the present. Morton. 3 hours.
489. **Recent Political Theory, II.** A study of the outstanding "scientific" political theorists from Karl Marx to the present. Morton. 3 hours.
490. **Recent Political Theory, III.** A study of the outstanding idealistic and nationalistic political theorists from Hegel to the present. Morton. 3 hours.
495. **Constitutional Law, I.** A study of American constitutional principles, as illustrated by important decisions of the United States Supreme Court. Klingberg. 3 hours.
496. **Constitutional Law, II.** A continuation of 495. Klingberg. 3 hours.

- 497. Administrative Law.** A study of law as it affects public officials in carrying out the rights, duties, and necessary functions of the public office; an examination of the limits and scope of administrative action, especially as to rule-making, licensing, and adjudication. The course conducted by use of the case-book method, although the survey technique is used at times to furnish supplementary data and to give the student a perspective over the material. Winter. 4 hours.
- 499. Research Methods.** Practical training in research and writing techniques in the field of government. Bibliography materials, footnotes, use of the library, etc. Turner. 4 hours.
- 500-515. Seminars.** These involving the preparation and presentation, for criticism, of assigned research papers. Hours of credit as announced.
- 500. Seminar in Contemporary Legislation.**
- 502. Seminar in American Governmental Problems.**
- 503. Seminar in Pressure Groups.**
- 505. Seminar in Political Parties.**
- 507. Seminar in Postwar Problems.**
- 508. Seminar in International Relations.**
- 509. Seminar in International Organization.**
- 510. Seminar in State Government.**
- 511. Seminar in Local Government.**
- 512. Seminar in Public Administration.**
- 520-525. Readings in Government.** Supervised readings in selected subjects. Hours and credits to be arranged.
- 595. Individual Research.** Selection, investigation, and writing of a research topic under the personal supervision of a member of the departmental graduate staff. 2-4 hours.
- 599. Thesis.** 2-9 hours.

History

University Professor E. G. Lentz, M.A: (Emeritus)
 Professor Harold E. Briggs, Ph.D., Chairman
 Associate Professor Norman W. Caldwell, Ph. D.
 Associate Professor George L. Cherry, Ph.D.
 Associate Professor William A. Pitkin, Ph.D.
 Associate Professor John I. Wright, A.M.
 Assistant Professor Harry Ammon, Ph.D.
 Assistant Professor Joseph Ray Baxter, M.A.
 Assistant Professor Charles J. Pardee, A.M.
 Instructor Jesse Carl Kennedy, B.S.A.
 Assistant Instructor Louis R. Karraker, B.A.

Students who intend to make history their major field should consult with the representative of the department at the time of registration. Courses on the 100 and 200 levels are designed for freshmen and sophomores and are prerequisite to the more advanced work. Forty-two quarter hours are required for a major in history in the College of Liberal Arts and Sciences. Thirty-six quarter hours are required for a major in the College

of Education. At least half of the work of a history major must be on the 300 and 400 levels, and care should be taken to distribute the work in the fields of American and European history. Twenty-four hours are required for a minor in history, and must include History 101, 102, 103, 201, and 202. Students wishing to use a history minor in the College of Education should take 12 hours each in the European and American fields.

Two terms of History 101, 102, 103 will meet the history requirements for graduation in the College of Liberal Arts and Sciences and in the College of Vocations and Professions. Five hours of United States history are required for graduation in the College of Education. History 201 or 202 will meet that requirement.

Courses on the 400 level may be taken for graduate credit by properly qualified students upon consent of the instructor.

A year of work in a foreign language is required of all history majors.

Suggested Curriculum in College of Education or in College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Hist. 101	3	Hist. 102	3	Hist. 103	3
Eng. 101	3	Eng. 201	3	Eng. 103	3
Bot. 101 or 202, or Zool. 101 or 105....	5	For. Lang.	3	For. Lang.	3
For. Lang.	3	Health Ed. 202....	4	Geog.	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
			14-15		
	15-16				15-16

Sophomore Year

Hist. 201	5	Hist. 202	5	Econ. 205	5
Eng. 205	3	Eng. 209	3	Eng. 211	3
Chem. or Physics 101	4	Chem. or Physics 102	4	Math.	4
Soc. 101	5	Govt. 231	5	Electives	4
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
			17-18		16-17
	17-18				

Junior Year

History Electives....	7	History Electives....	7	History Electives	7
Minor	5	Minor	5	Minor	5
Electives	5	Electives	5	Electives	5
	17		17		17

Senior Year

Hist. 451	3	Hist. 452	3	History Electives	3-5
Minor	4	Minor	4	Minor	4-5
Electives	10	Electives	10	Electives	7-10
	17		17		17

Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

The above curriculum is based on a 48-hour major in history, with one 24-hour minor. If a 36-hour major is taken, two minors are required, one of which must be outside the general field of the major.

In the College of Education, English 300 or 391, 20 hours of education courses, and 12 hours of student teaching are required.

- 101, 102, 103. **Survey of World Civilization.** Courses designed primarily for freshmen, as a survey of the development and evolution of civilization; the foundation for further courses in the field of history. One term devoted to each of the periods: ancient, medieval, and modern. Required of all history majors. 3 hours each.
201. **History of the United States to 1865.** Courses 201 and 202 designed to provide a general survey of the political, social, and economic development of the United States. Prerequisite, sophomore standing. 5 hours.
202. **History of the United States since 1865.** A continuation of 201. 5 hours. Either 201 or 202 to count toward graduation requirements in the College of Education.
- 210 (310). **The Middle Ages.** The history of Europe from the Ancient World to approximately 1400. Feudalism emphasized, but a treatment of the religion and the intellectual life of Europe included. Prerequisite, freshman survey. Cherry. 4 hours.
- 211, 212. **Modern Europe, 1400-1951.** A comprehensive study of the principal social, economic, and political developments in Europe from the Middle Ages to the present time. 211: 1400-1815; 212: 1815-1951. Prerequisite, freshman survey. Cherry. 4 hours.
304. **History of the Ancient Near East.** A review of the political, economic, and religious history of Africa and Southwestern Asia from about 3000 B.C. to the time of Christ, including Egypt, Babylonia, Assyria, the Hittites, and the nations of Syria and Palestine. Particular attention paid to the history of the Hebrews. Prerequisite, freshman survey. Pardee. 3 hours.
305. **History of Greece.** A careful study of the cradle of civilization. In addition to the political and economic development of the Greeks, a consideration of their higher cultural development, as in philosophy, education, religion, art, and architecture. Pardee. 3 hours.
306. **History of Rome, 509 B.C. to 500 A.D.** The political, economic, and social history of Rome, with particular emphasis upon Roman law, as well as upon the Roman development of Greek culture. The Roman world as a fertile soil for the spread of Christianity stressed. Pardee. 3 hours.
- 308 (208). **History of Illinois.** The history of the state from 1818 to the present. Recommended for history majors and those who expect to teach in elementary schools. Prerequisite, History 201 and 202. Wright. 3 hours.
318. **History of the Caribbean Area.** A general survey of the West Indies and Central America. Special attention devoted to the period 1650-1823. Prerequisite, History 215. Baxter. 3 hours.
- 322, 323, 324. **Survey of English History.** An introductory study of the institutional and cultural development of the English people from the earliest times to the present day. 322: Celtic Britain to 1603; 323: 1603-1815; 324: 1815-1951. Prerequisite, freshman survey. Cherry. 4 hours each.
330. **Middle Period of American History, 1789-1860.** A study of the conflicting sectional and nationalistic forces which characterize the period. The economic and political forces leading to the Civil War stressed. Prerequisites, History 201 and 202. 3 hours.
352. **Hispanic America.** An introductory survey of Hispanic-American history, from the Spanish conquest to the present time. Emphasizes the colonial heritage, events and circumstances attending the wars of independence, and the development of the modern republics. Baxter. 5 hours.

- 370. The Far East to 1912.** History of China, Japan, Central Asia and the East Indies with major emphasis on the social, political and economic institutions of the area as they developed from earliest times. Prerequisite, freshman survey. Kennedy. 5 hours.
- 371. The Far East: 1912-1950.** History of China, Japan, Central Asia and the East Indies with major emphasis on internal development of the area and on the interaction of these areas with the Western world. Prerequisite, History 370. Kennedy. 5 hours.
- 372. The History of Russia.** A survey of Russian history from earliest times to the present. Social, economic, and political conditions under the Czars and the Soviets carefully considered. Prerequisite, proper background. Kennedy. 5 hours.
- 401. History of the South to 1860.** An intensive study of the social, economic, political, and cultural development of the "Old South" to the Civil War, to bring out the distinctive culture and problems of the section. Prerequisite, History 201. 3 hours.
- 402. History of the South since 1860.** The Civil War; political and economic reconstruction; the problems of the "New South". Prerequisite, History 202 and 401. 3 hours.
- 403, 404. Hispanic-American Culture.** Individual phases of Latin-American life studied by various students. Lectures summarizing the leading institutions and developments of four centuries of Spanish life in America. Prerequisite, History 215. Baxter. 3 hours each.
- 405. Civil War and Reconstruction.** Emphasis placed upon the clash of national and sectional interests, the economic and political as well as the military aspects of the conflict, and the course and consequences of reconstruction. Prerequisite, History 201 and 202. 3 hours.
- 410. Special Readings in History.** Supervised readings for students with sufficient background. Registration by special permission only. Offered on demand. 3 hours.
- 411, 412, 413. Intellectual History of the United States.** The various types of economic, social, and political thought that have influenced the development of the nation. Prerequisite, History 201 and 202. Briggs. 3 hours each.
- 415. The Age of the Renaissance.** A course beginning with the Italian phase of the Renaissance and following its spread to other sections of Europe. Prerequisite, freshman survey. Caldwell. 3 hours.
- 416. The Protestant Reformation.** A survey of the religious, cultural, and economic forces which brought about the movement for reform, with special attention to the political effects of the division of Christendom and the economic implications of Protestantism. Prerequisite, freshman survey. Caldwell. 3 hours.
- 417. History of the British Empire.** A survey of English expansion beyond the seas, with an emphasis on the influence of mercantilism, *laissez faire*, and state capitalism upon the pattern of control. Prerequisite, History 324. Cherry. 5 hours.
- 418. English Constitutional History.** A study of the origin, growth, and continuous modification of the English political and legal institutions from earliest times to the present day. Prerequisite, History 324. Cherry. 5 hours.

419. **Seventeenth Century England.** A comprehensive treatment of the significant social, political, economic, and cultural trends in England during the seventeenth century, with special emphasis upon the forces producing increased parliamentary power. Prerequisite, History 324. Cherry. 5 hours.
- 420 (320). **The French Revolution.** The passing of feudalism in France and the development of the background of the revolutionary movement carefully considered. Study carried through the revolutionary cycle, concluding with the fall of the Napoleonic Empire. Prerequisite, adequate background. Caldwell. 3 hours.
421. **Research in Illinois History.** Investigation of special topics in various phases of the history of the state. Prerequisites, History 201, 202, 308, and permission of the department. Caldwell. 3 hours.
- 425 (325). **American Colonial History.** The founding of the American colonies and the development of their institutions, through the Revolution. Prerequisite, History 201. Caldwell. 3 hours.
426. **Social and Intellectual History of Hispanic-America.** A study of the intellectual origins and New World development of the "Hispanic mind". Philosophic, academic, and scientific ideas and controversies reviewed, in an effort to arrive at an understanding of the culture and temperament of Hispanic America. Prerequisite, History 215. Knowledge of Spanish desirable. Baxter. 3 hours.
- 435, 436, 437. **Recent United States History, 1865-1951.** A sequence of courses covering major problems and trends from the Civil War to the present; any part taken separately. Prerequisites, History 201 and 202. Pitkin. 3 hours each.
- 440 (340). **History of American Diplomacy.** A study of the important treaty relations of the United States, and a general consideration of American foreign policies. Some attention given to the organization and functions of our Department of State. Prerequisites, History 201 and 202. Pitkin. 5 hours.
- 442, 443, 444. **History of the West.** A series of three courses that provide an intensive study of the influence of the frontier on the main trends in United States history. Students permitted to take one or all courses. Prerequisites, History 201 and 202. Briggs. 3 hours each.
450. **The World Since 1914.** A brief review of the causes and results of World War I, League of Nations, war debts, disarmament, causes of second World War, conflict, and United Nations. Prerequisite, adequate background. Pitkin. 5 hours.
451. **Historiography.** The development of history as a written subject considered, including the works and philosophy of the various outstanding historians in the ancient, medieval, and modern periods. Some emphasis placed upon the different schools of American historians. Required of all majors in history. Prerequisite, senior standing. Briggs. 3 hours.
452. **Historical Research and Thesis Writing.** The rules of historical research studied and applied to a definite topic. Required of all majors in history. Prerequisite, senior standing. Briggs. 3 hours.
453. **New Viewpoints in American History.** A course presenting new interpretations and recent developments in the field of American history. Prerequisites, History 201 and 202. Briggs. 3 hours.
454. **Biography in American History.** A study of outstanding leaders and their contributions to the history of the United States. Some attention paid to historical writers who specialize in biography. Prerequisite, a course in United States history. Briggs. 3 hours.

- 460. The United States in World War II.** An intensive study of the participation of the American people and government in the second World War. All phases of the subject considered. Prerequisite, adequate background. Pitkin. 3 hours.
- 490. The Teaching of History and the Social Sciences in the Secondary School.** A comprehensive methods course for prospective teachers: history, government and civics, current events, economics, sociology, and geography; curriculum revision; grading of materials; classroom methods; teacher preparation; professional publications. Attention to the unified social science course. Pitkin. 3 hours. Offered each quarter.
- 500-509. History Seminar.** Research methods applied to the various history fields. Prerequisite, graduate standing and adequate background. 3 hours. Offered on demand.
- 510. Readings in History.** Registration by special permission only. 3 hours. Offered on demand.
- 511, 512, 513. History Thesis.** Prerequisite, graduate standing and proper background. 2 hours each.
- 515. Current United States History and Problems.** A combined content and research course dealing with contemporary American affairs. Consists of textbook assignments, outside readings, lectures, and projects for investigation. Prerequisite, graduate standing and proper background. Pitkin. 5 hours.
- 516. Studies in Contemporary European Civilization.** A content and research course in European civilization since 1914, stressing the rise of fascism and the democratic crisis of the present time. Prerequisite, graduate standing and proper background. Caldwell. 5 hours.
- 517. Constitutional History of the United States and Problems.** A combined content and research course involving a careful study of the origin and development of the American constitution from its English background, through the convention, to the present. Special attention given to the progressive adaptation of law to a changing social and economic order. Prerequisite, graduate standing and proper background. Briggs. 5 hours.
- 518. Studies in Later Stuart England.** A combination content and research course dealing with some of the leading social, institutional, and cultural problems created by the impact of the rising liberal forces on English life and traditions. Prerequisite, graduate standing and proper background. Cherry. 5 hours.
- 519. The Age of Jefferson.** A study of the rise and development of Jeffersonian Democracy, 1790-1824, with emphasis upon the social, economic, and political program of both the Republicans and the Federalists and the clash of mercantile and agrarian interests. Prerequisite, graduate standing and proper background. Ammon. 5 hours.

Mathematics

Professor Wilbur C. McDaniel, Ph.D., Chairman
 Associate Professor Amos Black, Ph.D.
 Associate Professor Louis D. Rodabaugh, Ph.D.
 Assistant Professor Abraham Mark, Ph.D.
 Assistant Professor Alice K. Wright, M.A.
 Instructor Woodrow M. Fildes, M.S. in Ed.
 Instructor Billy O. Hoyle, M.S. in Ed.
 Instructor Daniel Orloff, S.M.
 Instructor Carl Pride, M.S.
 Assistant Instructor Imogene Beckemeyer, B.S. in Ed.
 Assistant Instructor Billy Carr, B.S. in Ed.
 Assistant Instructor Millicent C. Hankla, B.S. in Ed.

Mathematics in General Education:

Students who take mathematics in order to satisfy part of the requirements for a bachelor's degree may choose among several courses.

College Algebra and Trigonometry (Mathematics 111 and 112) are recommended for students who have had a good high school mathematics training, especially if they are planning to go into science, statistics, economics, or any other field in which a strong mathematics training is needed.

Students who took less than one and one-half years of high school algebra should take General Mathematics I (106). As a second course they can take College Algebra, General Mathematics II (107), or Elementary Statistics (120). Special classes of courses 106 and 107 are offered for certain special groups of students, as indicated in the course descriptions.

Remedial and review work in elementary mathematics is offered on a no-credit basis in course 100. Some students whose preparation is weak may need to enroll in Mathematics 100 before taking any of the credit courses.

Majors and Minors in Mathematics:

Students in the College of Education and in the College of Liberal Arts and Sciences may take either a major or minor in mathematics.

Courses which are required on a major or minor are College Algebra (111), Trigonometry (112), Analytic Geometry (113), and Calculus I and II (251, 252). Courses 106, 107, and 120 may not be counted on a major or minor. Students taking a major or minor should take at least one course in physics. One year of a foreign language is required of students taking a major.

A major in the College of Education consists of at least 39 hours of mathematics, and must include course 311, Teaching of Secondary Mathematics. Solid Geometry (108) is recommended for those students who have not had the course in high school.

A major in the College of Liberal Arts and Sciences consists of at least 42 hours of mathematics, and must include Calculus III (303).

A year of work in probability and statistics, including courses 307, 480, and 481, is recommended for students who contemplate going into civil service, industry, or advanced work in statistics.

The department offers majors and minors leading to the degree, Master of Arts, Master of Science, and Master of Science in Education. For further details see the Graduate College Bulletin.

100. **Elementary Mathematics.** Remedial and review work in elementary mathematics. Elementary algebra stressed. Some work in arithmetic in some sections. No credit.
106. **General Mathematics I.** Intermediate algebra, including fundamental operations, factoring, fractions, exponents, radicals, logarithms, linear and quadratic equations, and graphs. Offered particularly for stu-

dents taking mathematics as part of the general education requirement. Regular sections designated in the schedule as 106A; sections for business administration students as 106B; and sections for students particularly interested in preparing for courses in statistics as 106S. Planned for students who have had one year of high school algebra. 4 hours.

107. **General Mathematics II.** Elementary mathematics of finance. Compound interest, annuities certain, life annuities, and life insurance. Offered particularly for students taking mathematics as part of the general education requirements. Regular sections designated in the schedule as 107A; and sections for Business Administration students as 107B. Prerequisite, Mathematics 106 or 111. 4 hours.
108. **Solid Geometry.** Recommended for pre-engineering students and students preparing to teach high school mathematics if they have not had a high school course in solid geometry. May not be taken for credit if student has had solid geometry in high school. 3 hours.
111. **College Algebra.** The usual topics of college algebra, including determinants, logarithms, higher degree equations, and the binomial theorem. Prerequisite, three semesters of high school algebra, or Mathematics 106. Only 7 hours' total credit given on the two courses, 106 and 111. 5 hours.
112. **Plane Trigonometry.** Prerequisite, Mathematics 111 or 106. 4 hours.
113. **Plane Analytic Geometry.** Straight line, circle, conic sections, loci, polar co-ordinates, parametric equations, and transformations. Prerequisites, Mathematics 111 and 112. 5 hours.
120. **Elementary Statistics.** A course for students who have had only algebra as preparation. Offered particularly for students taking mathematics as part of the general education requirement. Deals with such elementary concepts as averages, measures of dispersion, skewness, normal distribution, and linear correlation. Prerequisite, Mathematics 106 or 111. 4 hours.
210. **Mathematics for Elementary Teachers.** A professional treatment of the subject matter of arithmetic, including historical development of some topics of arithmetic, methods, and a study of trends and current literature on the teaching of arithmetic. For elementary education majors only. Prerequisite, Mathematics 106. 4 hours.
251. **Calculus I.** The elements of the differential and integral calculus, with applications to geometry, physics, and other fields. Prerequisite, Mathematics 113. 4 hours.
252. **Calculus II.** A continuation of 251, additional applications of differential calculus, additional methods of integration. Prerequisite, Mathematics 251. 4 hours.
303. **Calculus III.** A continuation of 252. Additional applications of integration, multiple integrals, series, and partial derivatives. Prerequisite, Mathematics 252. 4 hours.
305. **Differential Equations I.** Ordinary differential equations, mostly of the first order, with applications to geometry and physical science. Prerequisite, Mathematics 303. 3 hours.
307. **Elementary Mathematical Statistics.** A beginning statistics course for students having a knowledge of the calculus. Statistical charts, averages, dispersions and skewness, curve fitting, linear correlation. Prerequisite, Mathematics 252. 4 hours.

- 311. The Teaching of Secondary Mathematics.** A study of the place and function of mathematics in secondary education; the improvement, evaluation, and problems of instruction in secondary mathematics. Attention given to current literature on the teaching of secondary mathematics. For mathematics majors and minors in the College of Education only. Prerequisite, twenty hours of college mathematics. 3 hours.
- 313. Solid Analytic Geometry.** The analytic geometry of curves and surfaces in space, including the study of straight lines, planes, and quadric surfaces. Prerequisite, Mathematics 113. 4 hours.
- 317. Mathematical Theory of Finance.** Simple and compound interest, annuities certain, sinking funds, amortization, bonds, life annuities, and life insurance. No student to receive credit for both this course and Mathematics 107. Prerequisite, twelve hours of college mathematics. 3 hours.
- 320. Advanced College Algebra.** A further study of more advanced topics in algebra, including progressions, inequalities, mathematical induction, permutations and combinations, and complex numbers. Some topics in the theory of equations, including the solution of higher-degree equations, graphical methods, and roots of unity. Prerequisite, Mathematics 251. 3 hours.
- 406 (306). Differential Equations II.** A continuation of 305. Additional types of ordinary differential equations, and an introduction to partial differential equations. Prerequisite, Mathematics 305. 3 hours.
- 421. Theory of Equations.** The more advanced parts of the traditional college course in this subject. Topics including isolations of the roots of polynomial equations, symmetric functions, methods of approximating roots, determinants, systems of equations, resultants, and possible construction with rule and compass. Prerequisite, Mathematics 320. 3 hours.
- 430. Synthetic Projective Geometry.** Introduction to the fundamental concepts of projective geometry, including a study of conics and polar systems of conics. At the beginning, projective properties distinguished from metric specializations. Later, full opportunity given to prove some of the more familiar metric properties as special cases of the projective theorems. Prerequisite, Mathematics 113. 4 hours.
- 431. Analytic Projective Geometry.** Introduction to homogeneous coordinates, followed by study of such topics as cross-ratio, harmonic sets, duality, projectives, involutions, and conics, using algebraic methods. Prerequisite, twenty hours of mathematics including Mathematics 113. 4 hours.
- 452. Advanced Calculus I.** The first part of a standard course in advanced calculus. Prerequisite, Mathematics 303. 3 hours.
- 453. Advanced Calculus II.** A continuation of 452. Prerequisite, Mathematics, 452. 3 hours.
- 454. Advanced Calculus III.** A continuation of 453. Prerequisite, Mathematics 453. 3 hours.
- 460. Modern Geometry.** Advanced topics in Euclidean geometry by the synthetic method. Topics including the nine-point circle, Simson line, theorems of Ceva and Menelaus, coaxal circles, harmonic section, poles and polars, similitude, and inversion. Prerequisite, twenty hours of college mathematics. 4 hours.
- 480. Probability.** The basic theorems of probability theory and their applications. Prerequisite, Mathematics 303. 4 hours.

- 481. Mathematical Statistics II.** A second course in statistics, with emphasis on sampling theory. Prerequisite, Mathematics 480. 4 hours.
- 505, 506, 507. Topics in Mathematics.** A course planned to show the relationship among the various parts of mathematics already studied by the student, to provide an introduction to selected topics in mathematics, and to present a clarified picture of the field of mathematics. Topics from algebra, number theory, geometry, topology, analysis, and applied mathematics. 2 hours each.
- 515. Non-Euclidean Geometry.** An introduction to hyperbolic and elliptic plane geometry and trigonometry. Emphasis given to the nature and significance of geometry and the historical background of non-Euclidean geometry. 3 hours.
- 520. Modern Algebra I.** A course intended to display some of the richness of algebra when other possible mathematical systems are considered in addition to the traditional one based upon ordinary complex numbers; and also to examine the basic concepts of the ordinary systems of algebra. Among the topics studied—the uniqueness of factorization, rational numbers and fields, polynomials, complex numbers, and theory of permutation groups. 4 hours.
- 521. Modern Algebra II.** A continuation of 520. Additional group theory, vector spaces, matrices, algebraic number fields. 4 hours.
- 525. Theory of Numbers.** Topics in elementary number theory, including properties of integers and prime numbers, divisibility, Diophantine equations, and congruence of numbers. 3 hours.
- 530. Point Sets and Topology.** General properties of sets. Topology of plane sets. Closed sets and open sets in metric spaces, homeomorphism and continuous mappings, separation theorems, connectivity properties. 5 hours.
- 535. Algebraic Plane Curves.** A study of algebraic plane curves of order higher than two, including an introduction to the history and methods of algebraic geometry. Lectures, assigned readings, and exercises. Prerequisite, Mathematics 303. 4 hours.
- 550. Seminar in the Teaching of Mathematics.** Supervised study and preparation of reports on assigned topics in the field. Reports presented for class discussion. Hours of credit as announced.
- 570. Special Topics for Physical Science Students.** Vector analysis, complex variable, and other special topics needed by students in the physical sciences. Concurrent registration in Advanced Calculus recommended. Minimum prerequisite, Mathematics 303. Previous work in differential equations recommended. 4 hours.
- 599. Thesis in Mathematics.** 5 to 9 hours.

Microbiology

Professor Carl C. Lindegren, Ph.D., Chairman
Assistant Professor Adaline N. Mather, Ph.D.

Courses in microbiology may be taken as a major for the degree Master of Arts (or Sciences), or as a part of a biological science major or minor leading to the degree Master of Science in Education.

- 301. General Bacteriology.** An introductory course covering the morphology and physiology of bacteria and other microorganisms. 3 hours lecture and 6 hours laboratory per week. Prerequisite, 1 year of biology and Chemistry 305 and 306, or 341 and 342. Mather. 6 hours. Fall.

- 302. Physiology and Taxonomy of the Higher Bacteria.** An advanced course in the interrelationships of true and higher bacteria. 1 hour lecture and 4 hours laboratory per week. Prerequisite, Microbiology 301. Mather. 3 hours. Spring.
- 401. Seminar.** Open to graduates and undergraduates with adequate training in microbiology and chemistry. Staff. 2 hours. Fall, Winter, and Spring.
- 402. Advanced Bacteriology.** An advanced course concentrating on pathogenic bacteria, epidemiology, resistance and susceptibility to infection. Mather. 6 hours.
- 403. Physiology and Biochemistry of Microorganisms.** Nutritional requirements, vitamin synthesis, respiration, and fermentation by microorganisms. 3 hours lecture and 6 hours laboratory per week. Prerequisites, Microbiology 301, or equivalent. Mather. 6 hours. Spring.
- 501. Genetics of Microorganisms.** Surveys of the genetics of bacteriophages, bacteria, protozoa, mucors, smuts, rusts, ascomycetes, and basidiomycetes. One 1-hour lecture and one 2-hour laboratory period. Lindegren. 2 hours. Fall.
- 502. Metabolism of Microorganisms.** A study of nutrition, metabolism, adaptation and utilization of substrate, oxygen consumption, and carbon dioxide production. One 1-hour lecture and one 2-hour laboratory period. Mather. 2 hours. Spring.
- 503. Cytology of Microorganisms.** Microscopical study of the yeast cell with demonstrations of chromosomes, mitochondria and centrosome, and methods of staining. One 1-hour lecture and one 2-hour laboratory period. Lindegren. 2 hours. Winter.
- 511, 512, 513. Research.** Staff. Hours and credit to be arranged.

Philosophy

Professor Charles D. Tenney, Ph.D., Acting Chairman

Assistant Professor James A. Diefenbeck, Ph.D.

Assistant Professor George K. Plochmann, Ph.D.

The general introductory course is Philosophy 200, which is recommended for sophomores not intending to major or minor in philosophy. This is recommended as an elective only and not as a fulfillment of the graduation requirement in the College of Liberal Arts and Sciences.

A minor in philosophy consists of twenty-four quarter hours, which should include Philosophy 300, 321, 340, 360, and 380.

A major in philosophy consists of forty-eight quarter hours. Certain closely-related subjects in other departments may be counted on the major, subject to the consent of the department of philosophy. Student majors will be expected to show both familiarity with the broad problems of philosophy in various historical epochs, and competence in some such single field as instrumental knowledge (logic and semantics), theoretical knowledge (metaphysics, philosophy of religion, philosophy of science), practical knowledge (ethics, philosophy of history and politics, philosophy of education), artistic knowledge (aesthetics), or history of philosophy. All students intending to major in philosophy should take Philosophy 300, 321, and 340, at the earliest possible time and follow these subjects with Philosophy 380.

Philosophy 300, 321, and 340 constitute an elementary sequence, any one or which may be used to satisfy the philosophy requirement in the College of Liberal Arts and Sciences.

Introductory

- 200. Approaches to Knowledge.** An attempt to acquaint the student with the philosophic, scientific, political, and artistic ideas which have been of paramount importance in the development of Western culture. Not recommended for students intending to major or minor in philosophy. 4 hours.

Theoretical Knowledge

- 300. Elementary Metaphysics.** Presentation, in lecture and discussion, of the outstanding answers to the age-old question, What does it mean to exist? Fulfills the philosophy requirement in the College of Liberal Arts and Sciences. 4 hours.

- 301 (320). Philosophy of Religion.** An objective and impartial survey of various religious doctrines in the Western world. Prerequisite, Philosophy 300, or consent of the instructor. 4 hours.

- 305. Philosophy of Science.** A largely non-technical discussion of philosophic problems as they emerge from the various sciences, with readings from works addressed to the lay public. Prerequisite, Philosophy 300, or consent of the instructor. 4 hours.

- 400. Advanced Metaphysics.** Intensive discussion of the metaphysical views of one or more of the following: Plato, Aristotle, Spinoza, Leibniz, Locke, Hume, Kant, Bradley, Whitehead. Prerequisite, Philosophy 300. 4 hours.

- 406, 407. Philosophy of Biology.** A survey of leading concepts of modern biological science: species, evolution, life, organism and part, ontogeny and phylogeny, etc. The abstract ideas of biology related, whenever possible, to specific experiments recorded in scientific literature. Prerequisite, Philosophy 300 or 321, and three laboratory or field courses in the biological sciences. 4 hours each.

- 505. Philosophy of Physics.** A survey of such topics as particles, fields, motion, force, gravitation, time, and space, with readings in the classics of physical theory as well as in modern texts. Prerequisites, Philosophy 300 or 305, and one college course in physics. 4 hours.

Instrumental Knowledge

- 321 (310). Elementary Logic.** A study of terms, propositions, and reasoning, together with an exposure of the more serious fallacies in argument. Consideration of logic as an instrument for the solution of problems in the mathematical and natural sciences, politics, and morals. Fulfils the philosophy requirement in the College of Liberal Arts and Sciences. 4 hours.

- 422, 423. Advanced Logic.** A careful study of symbolic and non-symbolic systems of logic, such as those of Aristotle, Spinoza, Boole, Whitehead, and Johnson. A background in mathematics and the physical sciences desirable, but not necessary. Prerequisites, Philosophy 321, and consent of the instructor. 4 hours each.

- 521. Seminar in Logic.** An intensive discussion of the logical theory of one of the following: Plato, Aristotle, Spinoza, Kant, Mill, Bradley, Russell. Prerequisites, Philosophy 321, 422, and 423. 4 hours.

- 525. Methodology.** A discussion of the meaning of scientific method, with specific applications. Students registering for course to present to the instructor evidence of some competence in philosophy, particularly logic, and in one or more of the sciences. Prerequisites, Philosophy 305 and 321. 4 hours.

- 526. Advanced Semantic Analysis.** A reading of selected treatises upon present-day semantics, with emphasis upon the latest developments in the relation of semantics to symbolic systems. Prerequisite, Philosophy 321. 4 hours.

Practical Knowledge

- 340 (316). Elementary Ethics and Politics.** An analysis of the principal problems of right and wrong for the individual and society, with practical applications to personal experience. Satisfies the philosophy requirement in the College of Liberal Arts and Sciences. 4 hours.
- 355. Philosophy of Education.** A survey of theories of knowledge and their relationship to educational policies and practices, as elucidated by great teachers. Satisfies the education requirement, Education 355. 4 hours.
- 440. Advanced Ethics.** Intensive reading and criticism of one or more of the following writers on ethics: Plato, Aristotle, St. Thomas Aquinas, Spinoza, Hume, Kant, Nietzsche, Dewey, Bradley. Prerequisite, Philosophy 340 or 380. 4 hours.
- 443. Philosophy of History.** An attempt to indicate, through examining certain classical and contemporary reflections on the nature of history, that in man's study of himself historical knowledge represents an additional dimension of thought, prior to and more fundamental than scientific or causal knowledge. Prerequisite, Philosophy 380, 4 hours.
- 542. Seminar in Political Theory.** Explication of the leading political ideas of one or more of the following: Plato, Aristotle, Augustine, Hobbes, Spinoza, Locke, Hegel, Dewey. Selection of the thinker to be studied made at the first class session. Prerequisite, Philosophy 340, 380 or 390. 4 hours.
- 555. Seminar in the Philosophy of Education.** A detailed analysis of the theory of education from many points of view, aiming at a consistent set of answers to the questions raised. Prerequisite, Philosophy 355 or Education 355. 4 hours.

Artistic Knowledge

- 360 (345). Philosophy of Art.** A survey of theories of art, together with discussions of examples of music, painting, and literature in terms of these theories. Purpose of the course not merely to speculate about taste in the fine arts but also to improve it. Prerequisite, three courses in literature, drama, music, painting, or the other fine arts, on the 300 level. 4 hours.
- 460. Advanced Philosophy of Art.** Analysis of specific theories of the arts, covering such problems as the definition of art, its relations to science, culture, and morals; the various types of art, etc. Familiarity with at least one of the fine arts assumed. Prerequisites, Philosophy 360, and at least six courses in music, painting, sculpture, literature, and drama. 4 hours.

General Discipline

- 380. History of Philosophy.** Recommended for all students majoring or minoring in philosophy. A rapid summary of the chief movements in the history of philosophic thought from the pre-Socratics to the present day. This course to be supplemented by seminars in the individual writers. Prerequisite, two courses in philosophy on the 300 level. 3 hours.

390. American Philosophy. A survey of the ideas and ideals of Puritanism, transcendentalism, realism, pragmatism, and other major philosophies which govern the behavior of contemporary Americans. Prerequisite, Philosophy 300, 321, or 340. 4 hours.

480-485. Special Problems. Courses for qualified seniors and graduates who need to pursue certain topics further than regularly-titled courses permit. Papers on special topics encouraged, but not as regular theses, for which courses on the 500 level are designed. Special topics announced from time to time. Students invited to suggest subjects for individual or group study. Prerequisite, consent of the instructor. Hours of credit to be arranged.

580-589. General Graduate Seminar. Courses designed for students having special interests in the history of philosophy and the original systematic development of philosophic ideas. Subjects, meetings, and procedures to be arranged at the first meeting of each course. Supervision in the writing of papers or theses. Prerequisite, consent of the instructor. Hours to be arranged.

Physics

Professor Otis B. Young, Ph.D., Chairman
 Associate Professor Martin J. Arvin, Ph.D.
 Assistant Professor William H. Lucke, Ph.D.
 Assistant Professor Carl J. Rigney, M.S.
 Assistant Professor Charlotte Zimmerschied, M.A. (On Leave)
 Assistant Instructor George R. Carter, B.S.
 Faculty Assistant Henry M. Borella, B.S.

A minimum of 36 hours is required for a major in physics in the College of Education, and 42 hours are required for a major in the College of Liberal Arts and Sciences. For a minor in either college, 24 hours are required.

Suggested Curricula in College of Education and College of Liberal Arts and Sciences

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Physics 106	5	Physics 107	5	Physics 108	5
Math. 111	5	Math. 112	4	Math. 113	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
*Foreign Lang. 101 ..	3	*Foreign Lang. 102 ..	3	*Foreign Lang. 103 ..	3
P. E.	2	P. E.	2	P. E.	2

Sophomore Year

Physics	5	Botany or Zoology ..	5	Physics	5
Math. 251	4	Math. 252	4	Math. 303	4
Chem. 111	5	Chem. 112	5	Chem. 113	5
Art or Mus. Apprec. 3		Mech. Draw. or Shop or Electives ..	3	Elective or **Speech 101 ..	3

Junior Year

Physics	5	Health Ed.	4	Physics	5
Eng.	3	Eng.	3	**Educ.	8
**Psychology or Philosophy ..	4	**Eng. 300 or 391 ..	3	Social Studies	5
Social Studies	5	Social Studies	5		

(**Hist. 201 or 202)

Senior Year

Physics	5	Physics	5	Physics	5
Social Studies	5	**Practicum Teaching or Electives	12	Education or Electives	11
**Education or Electives	8				

* Requirements for College of Liberal Arts and Sciences.

** Requirements for College of Education.

- 101, 102, Survey Course in Physics.** Mechanics, mechanical vibration, wave motion, light and sound covered in 101; heat and electricity taken up in 102. 101 and 102 together constituting a single complete course. Planned for those whose chief interests are not in the natural sciences, to enable them to interpret intelligently common physical phenomena, and to obtain some insight into scientific methods. Mathematics and measurements not stressed. 101 and 102 to count toward graduation, but not to be used to meet pre-medical or pre-engineering requirements in physics. Those desiring to meet these requirements, or desiring further work in this field, and all electing physics, as a major or minor, must take their general college physics in 106, 107, and 108. A student desiring credit in 106, 107, and 108 should not take 101 and 102. 4 hours each.
- 101M. Survey Course in Physics.** Similar to 101, but adapted especially for music students. 4 hours.
- 102H. Survey Course in Physics.** Similar to 102, but adapted especially for home economics students. 4 hours.
- 106, 107, 108. College Physics.** 106 including mechanics and sound; 107, electricity and magnetism; 108, heat and light. These three courses open to all students; may be taken in any order. Especially recommended for those who are scientifically inclined, who plan to take additional work in physics, or who desire pre-technical training. 5 hours each.
- 301. Mechanics.** An intensive study of forces, moments, translational and rotational motion, energy, friction, machine, elasticity of beams, mechanics of fluids. Supplementary material including laboratory and demonstration experiments. Co-requisite, Mathematics 303. 5 hours.
- 301a. Analytical Mechanics for Engineers.** Not for those students who take 301. Prerequisite, Mathematics 251, or registration therein. 5 hours.
- 303. Heat.** A study of measurement of the fundamental quantitative aspects of heat. Also, considerable attention to the principles and applications of thermodynamics. Prerequisite, Mathematics 303. 5 hours.
- 305. Magnetism and Electricity.** Intensive study of fundamentals; Gauss' theorem, magnetometers, equipotential surfaces, capacity, energy, electrometers, alternating current, electromagnetics, applications. Prerequisite, Mathematics 303. 5 hours.
- 306. Magnetic and Electrical Measurements.** A laboratory course stressing accuracy and technique. Includes resistances, galvanometers, electrical currents, capacities, damping, potentiometers, self and mutual induction, hysteresis losses. 5 hours.
- 308. Sound.** Theory of vibrations, vibration systems and sources of sound, transmission, reception, transformation, measurement of sound energy, technical applications. Prerequisite, Mathematics 251. 5 hours.
- 310. Light.** A detailed study of light phenomena, including principles and theories underlying measurement of speed, propagation of light, optical instruments, spectra, interference, diffraction, polarization, radiation in general. Prerequisite, Mathematics 112. 5 hours.
- 312. Radio.** A study of the fundamental principles of radio reception, and phone and C. W. transmission. Special attention given to the more important receiving circuits, including the regenerative, neutrodyne, and superheterodyne. Laboratory demonstrations and experiments used to supplement the course. Prerequisite, Mathematics 112. 5 hours.

- 314. Introduction to Modern Physics.** A course offering a general survey of recent and fascinating developments in physics. Including such subjects as the electron, thermionics, the photoelectric effect, radioactivity and isotopes, astrophysics, relativity, atomic and nuclear topics. Prerequisite, Mathematics 303. 5 hours.
- 316. History of Physics.** A study of the development of physics thought, concepts and theories, including the results and methods of contemporary physical research. Course especially valuable for those who desire to teach. 5 hours.
- 405. Electronics.** Alternating current theory, including circuit analysis by the use of complex numbers. Principles of vacuum tubes, including a treatment of rectifier, amplifier, oscillator, and photo tube circuits. Application of electronics, including discussion of electron tube instruments. Prerequisites, integral calculus and three advanced physics courses. 5 hours.
- 410. Advanced Optics.** Diffraction, dispersion, refraction, reflection, spectra. Special measurements taken and highly technical apparatus studied. Prerequisites, calculus and three advanced physics courses, including Physics 310. Recitation three hours, laboratory four hours weekly. 5 hours.
- 414. Recent Developments.** A course stressing those recent developments in physics which are of special importance in experimental, theoretical, or applied fields. An abundance of material because of the present rapid rate of such developments. Emphasis given to atomic energy and sub-atomic particles, electronoptics, high velocity projectiles, and ultra-high frequency radiation. Prerequisites, integral calculus and three advanced physics courses. 5 hours.
- 420. Special Projects.** Same general character as Physics 520, below, but adapted to advanced undergraduate students. Prerequisite, integral calculus and adequate physics background. 2-5 hours.
- 421. Special Projects II.** A continuation of Physics 420. Prerequisite, Physics 420. 2-5 hours.
- 430. Physical Literature.** Study of source materials in the field of physics. Also library search and bibliography on special subjects. Two conference hours weekly. Prerequisite, integral calculus and three advanced physics courses; one year of French or German. 2 hours.
- 501. Methods of Theoretical Physics.** Vector analysis and particular problems in theoretical physics, including Poisson's and Laplace's equations, boundary value problems, and Fourier analysis. Prerequisites, Physics 301 and differential equations. 5 hours.
- 502. Theoretical Mechanics.** Selected topics, including the Lagrange and Hamiltonian formulations applied to the oscillator and central field problems. Prerequisite, Physics 501. 5 hours.
- 507. Advanced Electrical Theory.** Advanced study of the theory of electrostatics, dielectrics, conductors, non-ohmic circuit elements, chemical, thermal and photoelectric effects, and conduction in gases. The vector notation introduced at the beginning and used throughout. Prerequisite, differential equations. 5 hours.
- 508. Advanced Electrical Theory.** Advanced study of electro-magnetic effects of steady and changing currents; simple L, R, and C circuits; radiation through Maxwell's equations for a plane electro-magnetic wave. Vector notation used throughout. Prerequisites, Mathematics 306 and Physics 507. 5 hours.

520. Special Projects. A course in which each student is assigned a definite investigative topic which demands of him considerable resourcefulness and initiative. Required use of appropriate scientific methods and techniques. Individual project to be determined by student's need and ability, and by the facilities of the department. Project to be selected from one of the following groups:

1. Experimental problems of a research nature.
2. Experimental problems of a developmental or instrumental nature.
3. Educational or professional project in the field of physics.
4. Theoretical problems of a research or borderline-research nature.

Prerequisite, graduate status and adequate physics background. 2-5 hours.

521. Advanced Research. A continuation of Physics 520. Prerequisite, Physics 520. 2-5 hours.

590, 591, 592. Research in Physics (Thesis). 1-5 hours each term. The total in this group not to exceed 9 hours.

Astronomy Courses

201, 202. Introduction to Astronomy. These two terms together constituting a single complete course. Four recitations a week, together with frequent evening observations with and without telescope. Study progresses from the earth to the moon, the sun, the planets, the stars, and the nebulae; varying phases of the moon and the inferior planets, the vast distances to the stars, their great magnitude and high velocities, their constitution, temperature, and brilliance. Especially helpful in presenting the difficult problems of mathematical geography and in vitalizing nature study work. 4 hours each.

301, 302. Astronomy. A more advanced course, similar to 201 and 202, for senior-college students. 4 hours each.

Physiology

Associate Professor Harold M. Kaplan, Ph.D., Acting Chairman

Associate Professor Anthony J. Raso, M.D.

Lecturer Florence Foote, Ph.D.

Lecturer William Hartnett, M.D.

Lecturer Alexander Watson Miller, M.D.

Assistant Instructor Carl B. Ferrell, M.A.

A major in physiology requires a minimum of 42 hours; a minor, 24 hours. Prospective majors should consult with the departmental staff for a suggested curriculum. A background of basic courses in physics, chemistry, biology, and mathematics is required.

209. Introduction to Physiology. A survey of the functions of the human body. Designed for students in various fields desiring a basic but comprehensive knowledge of human physiology. Three hours of lecture and four hours of laboratory per week. 5 hours. Fall, Winter, and Spring.

300. Human Anatomy. Lectures, demonstrations, and periodic observation of the prosected body. Lectures confined to bones, joints, muscles and nerves. Designed for majors in physical education and for those wishing an elementary knowledge of human structure. Four hours of lecture per week. 4 hours. Fall, Winter, and Spring.

303. Physiology of Exercise. The effects of activity upon the bodily systems. Designed especially for majors in physical education and physiology. Two hours of lecture per week. 2 hours. Spring.

- 315, 316, 317. Advanced College Physiology.** Lectures emphasizing mammalian and human physiology; laboratory involving function throughout the vertebrate classes. Designed for students intending to do advanced work or teaching in the biological field. (Course 315, Blood, Circulation, and Respiration; Course 316, Digestion, Excretion, Endocrines; Course 317, Nervous System, Sense Organs.) Open by permission of the instructor. Three hours of lecture and 4 hours of laboratory per week. 5 hours. Fall, Winter, and Spring.
- 330, 331, 332. General (Cellular) Physiology.** The nature and mechanism of the living cell. Chemical and physical aspects of vital activity. Prerequisites, chemistry, physics and either Physiology 209 or 315, 316, 317. 2 hours of lecture and 4 hours of laboratory per week. 4 hours, Fall, Winter, and Spring.
- 365. Introduction to Pathological Function.** A general survey of the causes and phenomena of disease. Designed for students in the biological sciences, to give them a basic concept of the nature of altered function. Two hours of lecture per week. Open by permission of the instructor. 2 hours. Spring.
- 401, 402, 403. Seminar.** Open to graduates and undergraduates with adequate training in physiology, physics and chemistry. 2 hours. Fall, Winter, and Spring.
- 410, 411. Advanced Anatomy.** A course in human dissection designed for majors in physiology and other biological sciences. Open to graduates and undergraduates. Two hours of lecture and 6 hours of laboratory per week. 5 hours each. The three courses to be taken as a unit. Open by permission of the instructor. Fall, Winter, and Spring.
- 450, 451, 452. Special Problems in Advanced Physiology.** Selected problems in various aspects of physiology. Review of the latest literature. 4 hours. Fall, Winter, and Spring.
- 590, 591, 592. Methods and Problems in Research.** Selected research problems for graduate students in various aspects of physiology. Open by permission of the instructor. 4 to 6 hours. Fall, Winter, and Spring.

Psychology

A Department of Psychology has been approved by the Board of Trustees. Its curriculum will be announced as soon as they have been developed. Meanwhile, certain psychology courses are being offered in the Department of Guidance and Special Education.

Sociology

Professor Joseph K. Johnson, Ph.D., Chairman
Professor J. Charles Kelley, Ph.D.
Associate Professor William H. Harlan, Ph.D.
Associate Professor William J. Tudor, Ph.D. (On Leave)
Assistant Professor Louis Petroff, Ph.D.
Lecturer Mary Andrew Aken, M.S.S.W.
Instructor Jack Smith McCrary, M.A.
Instructor Willard E. Rodd, A.M.
Assistant Instructor Rexel D. Karnes, B.S. in Ed.

At the undergraduate level, the department offers major and minor sequences for candidates for the degrees of Bachelor of Arts and Bachelor of Science in Education. A special sequence of pre-professional courses is provided for candidates for the degree of Bachelor of Arts, who plan to enter a professional school of social work. (See statement of special requirements below.)

At the graduate level, the department offers major and minor sequences for the degree of Master of Arts, and academic major and minor sequences for candidates for the degree of Master of Science in Education. Sociology

courses may also be taken as a part of a major sequence in the social science field. *For special requirements in connection with graduate majors, see the Graduate College Bulletin.*

General Requirements for Undergraduate Major Course Sequences:

For students in the College of Liberal Arts and Sciences, a major sequence in sociology shall consist of not fewer than 42 quarter hours. Such students should complete a minor sequence of not fewer than 24 hours in a related field; e.g., economics, geography, government, history, or psychology.

Students in the College of Education may take a major sequence of 36 quarter hours in sociology, with one minor of at least 24 quarter hours in another social science, or other related subject, and a second minor sequence in a different department; or a major sequence of 48 quarter hours in sociology, with a single minor sequence of 24 hours in a different field. For students who expect to teach sociology in secondary schools, the 36-hour plan, with one minor sequence in another social science, is recommended.

All students taking major sequences in sociology are required to take Mathematics 120 (Elementary Statistics) and Sociology 460. Sociology 300 is required of all majors except those taking the preprofessional social work program.

Students who desire to take a minor sequence in sociology are invited to consult the department chairman, or other members of the department staff for advice in selection of courses which will contribute most to their academic and professional aims.

Special Requirements of Pre-Professional Social Work Program:

Freshman and sophomore years: All requirements for the first two years of attendance, as listed in the University Catalog under the heading, "Requirements for the Bachelor's Degree in All Colleges" will be satisfied, and, in the satisfaction of these requirements, the following courses will be taken; Mathematics 106 and 120, Government 101 or 231, Sociology 101, Zoology 101, Economics 205, and History 202.

In addition to the 68 quarter hours of prescribed work, the following electives are strongly advised: Guidance and Special Education 205 (4 hours), Government 232 (3 hours), Health Education 206 (2 hours), and 209 (4 hours), Sociology 202 (5 hours), and three terms in one foreign language (9 hours). If these courses are pursued, the student will complete a total of 95 quarter hours in the first two years of work, or an average of 16 quarter hours per term.

Junior and senior years: Before registering for the first term of the junior year, all students should have individual conferences with the instructor in charge of the pre-professional social work training, at which time a program of upper-level courses will be outlined. This program will be varied according to the special professional interests of the student, but all students in this program will complete the following sociology courses: 301 (3 hours), 310 (4 hours), 335, 336, and 337 (15 hours), 355 (4 hours), 375 (4 hours), 408 (3 hours), and 460 (3 hours).

101. **Introductory Sociology.** Survey of sociology. Interrelationships of personality, social organization, and culture; major social processes; structure and organization of groups. This course, prerequisite to all other courses in sociology. Staff. 5 hours. Each term.
202. **Applied Sociology.** An application of sociological principles to the analysis of various contemporary social problems. Prerequisite, Sociology 101. Staff. 5 hours. Each term.
300. **Principles of Sociology.** The development and scope of scientific sociology. The individual and the group; social processes; social organization and structures; planned and unplanned social change; special fields of sociology. Prerequisite, junior standing. Required of all majors except those taking the Preprofessional Social Work Program. 4 hours. Fall and Spring.

- 301. Juvenile Delinquency.** The nature of juvenile delinquency and factors contributing to delinquent behavior; practices and proposals in connection with treatment and prevention of delinquency. Prerequisites, Sociology 101 and 202. Petroff. 3 hours. Spring.
- 303. Marriage and Parenthood.** Processes of courtship and mate selection in contemporary society; biological, psychological, social and legal aspects of marriage; social and legal obligations of parenthood. Prerequisite, Sociology 101. 3 hours.
- 305. Social Institutions.** Concepts of social institutions, study of the origin, development, and variability of human institutions, and of the processes of institutional lag and institutional change in contemporary society. Prerequisite, Sociology 101. Petroff. 3 hours. Winter.
- 310. The Family.** The family in historic society and various contemporary cultures; the Industrial Revolution and the evolution of the modern family; changes in family functions; the family and the community; changing roles of women; the child in the family; growing instability; family constellations and personality development. Prerequisites, Sociology 101 and 202. Johnson. 4 hours. Winter and Summer.
- 311. Urban Sociology.** The rise, development, structure, culture, and problems of early and modern cities; urban personality types and human groupings. Prerequisite, Sociology 101. Harlan. 4 hours. Winter.
- 314. Population Problems.** Analysis of composition and characteristics of changing populations. Birth rates; death rates; migration and mobility; population growth. An introduction to population theory and policy. Prerequisites, Sociology 101, Economics 205, Geography 100, or Government 101. Tudor. 4 hours. Fall.
- 315. Crime and Its Treatment.** The nature of crime; classifications, changing types of crime, criminal statistics, causal factors; theories and procedures in the treatment of the criminal. Prerequisites, Sociology 101 and 202. Petroff. 3 hours. Field trip to a penal institution—cost about 1.50. Winter.
- 316. Sociology of Rural Life.** Organization, structure, and functioning of rural groups; the composition and distribution of the people in the rural segment of the American society. Prerequisites, Sociology 101 and 202. Tudor. 4 hours. Spring.
- 320. Race and Minority Group Relations.** Racial and cultural contacts and conflicts, the nature and causes of prejudices; status and participation of various minority groups in American society; national and international aspects of minority problems. Prerequisite, Sociology 101. Johnson. 3 hours. Fall.
- 325. Industrial Sociology.** Interpretation of the theories and principles which underlie the present organization of mass production; socially disintegrating effects of unemployment, standardization, and technology. Prerequisites, Sociology 101, and Economics 310. 3 hours.
- 330. Propaganda and Public Opinion Analysis.** Techniques and characteristics of propaganda, and the methods devised to measure and estimate public opinion on controversial issues. Prerequisites, Sociology 101 and 202. Harlan. 3 hours.
- 331. Social Control.** The means by which members of groups are regulated; the importance of social institutions as factors in the shaping of group opinion; analysis of factors and techniques of directing social action. Prerequisites, Sociology 101 and 202. Petroff. 4 hours. Fall.

335. **Introduction to Social Work.** The meaning of professional social work. Development of principles of scientific social work. Philosophy, objectives, and procedures of social work. Prerequisites, Sociology 101 and 202. Aken. 5 hours. Fall.
336. **History and Organization of Social Work.** Development of private and public agencies and organizations. Extent and status of social work organizations in the United States today. Social welfare legislation. Prerequisites, Sociology 101, 202, and 335. Aken. 5 hours. Winter.
337. **Introduction to Interviewing.** Uses of the interview. Types of interviews. Relationship between the interviewers and the respondent. Class exercises in interviewing. Prerequisites, Sociology 101, 202, 335, and 336. Aken. 5 hours. Spring.
355. **Social Psychology.** Interaction of biological and social factors in adjustment behavior; expanding patterns of interaction and the roles of various groups; concept of personality; individual differences and differentiating factors; theories of personality types. Prerequisite, Sociology 101 or Guidance and Special Education 205. Johnson. 4 hours. Fall and Summer.
369. **Techniques of Group Leadership.** The application of leadership principles; kinds of leadership; effective techniques of group control; practice in experimental group situations. Prerequisite, Sociology 101. Tudor. 3 hours. Winter.
375. **Community Organization.** Factors involved in community organization and their integration; types, aims, and objectives; community diagnosis; relationships with larger social units in the national life; individual case study of a specific community. Prerequisite, Sociology 101. Field trips to communities nearby—cost about \$3.00. Tudor. 4 hours. Fall.
381. **Personality and Social Adjustment.** Survey of recent psychological and sociological theories relating to personality; problems of personal adjustment in major social relationships; adjustment norms and deviations from the normal; techniques for the analysis and classification of personalities. Prerequisite, Sociology 355. Johnson. 4 hours. Winter.
401. **Sociology of Infancy and Childhood.** The definitive influences of primary groups; origins of self- and role-concepts; relationship between early and later development; cross-cultural and inter-class comparisons. Prerequisites, Sociology 310, 355, or 381. Harlan. 3 hours. Spring.
402. **Problems of Old Age.** Increase in numbers of the aged; living accommodations; family relationships, social participation, and personal adjustment; role and status in the community. Retirement and public assistance programs. Prerequisite, 15 hours of sociology. Harlan. 3 hours. Winter.
- 408 (410). **Social Research Methods I.** Discussion and evaluation of various methods of sociological research, including case study, sampling studies, survey, historical, demographic, and sociographic studies. Location and use of primary and secondary sources of data; classification and interpretation of data. Prerequisite, 15 hours of sociology and Mathematics 120. Tudor. 3 hours. Fall.
409. **Social Research Methods II.** Continuation of 408, with instruction and supervised practice in methods of collecting original data in the field. Individual or group projects and written reports; critiques. Prerequisite, Sociology 408. Graduate staff. 3 hours. Winter.

- 410. Social Research Methods III.** Continuation of 409, with special emphasis on methods of presenting various types of research materials; case reports and summaries; tabular and graphic presentation of statistical data; logical classification and organization of facts; principles of induction; statement of conclusion; preparation of manuscript for publication. Prerequisite, Sociology 409. Graduate staff. 3 hours. Spring.
- 450. History of Social Thought Prior to the Twentieth Century.** A critical survey of the social thinking of some outstanding teachers of ancient, medieval, and modern times, including Egyptian, Oriental, Hebrew, Christian, Greek, and Roman representatives; the schools of social thought developing after the middle ages. Johnson. 4 hours. Spring, alternate years. Not given in 1951-52.
- 455. Contemporary Sociology.** Developments in sociology since 1850, with special attention to works of Comte, Spencer, Ward, Max Weber, Gumplowiez, Giddings, Small, Sumner, Ross, Cooley, Durkheim, and leading contemporary sociologists. Prerequisites, Sociology 101 and 202. Johnson. 4 hours. Spring, alternate years.
- 460. Current Literature, Professional Interest and Opportunities in Sociology.** Students to read, report on, and evaluate content of leading sociological journals. Discussion of professional applications of sociology and opportunities open to persons with advanced training in this subject. Prerequisite, 15 hours of sociology. Required of all majors. Staff. 3 hours. Fall and Summer.
- 469. Theory of Group Leadership.** Classification of leaders, theories of leadership; tests and measurement of leadership; analysis of representative leaders. Prerequisites, Sociology 101, 331, 369. Tudor. 3 hours.
- 490. The Teaching of History and the Social Sciences in the Secondary School.** (See History 490.)
- 491. Materials for the Teaching of Sociology in Secondary Schools.** Use of textbooks and collateral reading materials; charts, film strips, educational films, and other teaching aids; discovery and utilization of local data and situations. Prerequisite, History 490. 1 hour.
- 500. Cultural Change.** Processes of cultural change in the modern world; culture lag and culture conflict; individual and social problems arising from conflicting systems of cultural norms. Prerequisites, Sociology 101 or 210, and 202. Johnson. 3 hours.
- 510. Thesis.** Prerequisites, Sociology 410 and 24 hours of Sociology. Graduate staff. 6-9 hours.
- 512. Human Ecology.** The spatial structure of societies; social, industrial, geographic, psychological, and cultural factors in stratification of human groups; theoretical significance of recent ecological research. Prerequisite, 24 hours of sociology. Tudor. 3 hours.
- 515. Seminar on the Family.** Problems created in the home and family by the impact of economic and social changes, and measures for meeting these problems; programs for the conservation of the family and for raising the level of family welfare. Prerequisites, Sociology 310 and 24 hours of sociology. Johnson. 4 hours.
- 520. Social Disorganization.** Disorganization within contemporary society; interrelationship of social, economic, and political problems; application of theory of prevention and treatment. Prerequisite, 24 hours of sociology. Tudor. 4 hours.

- 550. Seminar—Foundations of American Sociology.** A detailed study of the writings of pioneer American sociologists: Ward, Sumner, Giddings, Ross, Small, and Cooley. Course continuing through two quarters, meeting three hours each week. Prerequisites, Sociology 455 and 24 hours of sociology. Graduate Staff. 6 hours.
- 556. Readings in Sociology.** Supervised readings in selected subjects. Graduate staff. Hours and credits to be arranged.
- 560. Social Processes.** Analysis of social processes and the social structures which arise from them. Prerequisite, 24 hours of sociology. Johnson. 3 hours.
- 565. Seminar in Social Psychology.** Survey of theories of human nature and the development of personality. Individual studies of special theories, problems, and research procedures. Prerequisites, Sociology 355 or Guidance and Special Education 306 or 345. Johnson. 4 hours.
- 575. Seminar in Community Development.** Analysis of community types found in other countries; the development of community types in the United States; principles governing their organization and functioning. Prerequisite, 24 hours of sociology. Tudor. 4 hours.
- 580. Social Organization.** Organization of human groups in contemporary as well as in primitive societies, including the theories of social organization, group structure, and social processes. Prerequisites, Sociology 450, 455, and 24 hours of sociology. Tudor. 4 hours.

Anthropology

All courses in anthropology listed below may be counted as sociology courses for the purpose of satisfying general education requirements and general requirements for a major or minor course sequence in sociology.

- 110. General Anthropology.** Introduction to the science of anthropology, its various fields, scope, source materials, methods, and aims. Anthropology as a profession. Brief survey of human origins, prehistory, and world ethnography. Anthropology 110 and 210 may not both be counted for credit. Kelley. 5 hours.
- 211. Physical Anthropology.** Nature and classification of man, osteology. Somatics, breeds, races, somatotypes, anthropometry. Human evolution. Prerequisite, Anthropology 110. Kelley. 3 hours.
- 212. Cultural Anthropology.** Nature and origin of culture. Cultural ethos, configurations, and patterns. The universal cultural configuration. Local and sub-cultures. Subsistence economies. Primitive technology, social organization, and social processing. Primitive religion, philosophy, and mythology. Primitive art, literature, and science. Prerequisites, Anthropology 110 or Sociology 101. Kelley. 3 hours.
- 302. Aboriginal Peoples and Cultures of Southern Illinois.** Archaeology, ethnography, and anthropogeography of the Middle Mississippi River region, with emphasis on the Southern Illinois area. Prerequisites, Anthropology 212 or consent of instructor. Kelley. 3 hours.
- 304. Aboriginal Peoples and Cultures of North America.** Origin of North American peoples and cultures. Physical types. Languages. Cultural strata and configurations. Culture areas. Culture history. Synthesis. Prerequisites, Anthropology 212, or consent of instructor. Kelley. 4 hours.
- 341. Field and Museum Methods in Archaeology.** Archaeological field procedure; reconnaissance, excavation and treatment of specimens. Field and museum cataloging, classification and analysis of specimens. Preparation of museum exhibits and field reports. Prerequisites, Anthropology 211 and 212, or consent of instructor. Kelley. 4 hours.

- 420. The Building of Cultures.** Cultural dynamics: cultural patterning, integration, functioning. Discovery, invention, diffusion, acculturation. Personality and culture. Influence of biological and geographical factors. Technological factors. Cultural evolution. Prerequisites, Anthropology 212, and 6 hours advanced anthropology, or 3 hours advanced anthropology and 3 hours advanced sociology, geography, history, or economics. Kelley. 4 hours.
- 421. Methodology in Cultural Anthropology.** Scope and aims of cultural anthropology. The conceptual scheme. History of anthropology. Anthropological schools, past and present. Research methods in cultural anthropology. Prerequisites, Anthropology 212, and 6 hours advanced anthropology, or 3 hours advanced anthropology and 3 hours advanced sociology, geography, history, or economics. Kelley. 4 hours.
- 422. Reading and/or Research in Anthropology.** Supervised reading and/or research in anthropology on an advanced level. Prerequisites, Anthropology 212, and 6 hours advanced anthropology, or 3 hours advanced anthropology, and 3 hours of advanced sociology, geography, history or economics. Kelley. Hours and credit to be arranged.

Zoology

Professor Willard M. Gersbacher, Ph.D., Chairman
Associate Professor Charles L. Footé, Ph.D.
Associate Professor Hilda A. Stein, M.S.
Assistant Professor Reino S. Freeman, Ph.D.
Assistant Professor Willard D. Klimstra, Ph.D.
Assistant Professor William M. Lewis, Ph.D.
Instructor Beatrice M. Flori, M.S.
Faculty Assistant George E. Hall

A total of forty-two to forty-four quarter hours is required for a major in zoology. Six courses are required for a minor.

Zoology 101, 105, 200, 201, 300, 320, and 335 or their equivalents are required for a major in zoology in the College of Liberal Arts and Sciences.

Zoology 101, 105, 200, 201, 300, and 335 or their equivalents are required for a major in zoology in the College of Education.

Zoology 101, 105, and four other courses, two of which should be on the 300 level, are required for a minor.

Zoology 101, 105, 200, 201, 300, 320, and 321 are courses which will be of great value to pre-medical and pre-dental students, and to those planning to take nurses training.

One year of foreign language (preferably French, German, or Russian) is required of all majors.

Students who desire to specialize in Game Management and Fisheries Management will be especially interested in Zoology 360, 365, 460, 461, 465, for a bachelor's degree, and Zoology 560, 565 for a master's degree. Prerequisite for these courses, six terms of zoology and consent of instructor.

Candidates for a master's degree in zoology must have the equivalent of Zoology 101, 105, 200, 201, 300, and 335.

Suggested Curriculum in College of Education

Freshman Year			
Fall	Hours	Winter	
		Hours	
Zool. 101	5	Zool. 105	5
Eng. 101	3	Eng. 102	3
Foreign Language*..	3	Foreign Language*..	3
Geog. 100	5	Soc. 101 or Econ. 205	5
Sophomore Year			
Zool. 200	5	Zool. 201	5
Chem. 111	5	Chem. 112	5
Hist. 201	5	Eng. 205 or 209	3
Eng. 211 or 212	3	Health Ed. 202	4
Junior Year			
Zool. 300	5	Bot. 202	5
Chem. 305	4	Chem. 306	4
Physics or Electives	4	Physics or Electives	4
Guid. 205	4	Electives	4
Senior Year			
Zoology Electives	4	Zoology Electives	5
Educ. 331	4	Educ. 315	4
Student Teaching	4	Student Teaching	4
Electives	3	Electives	4

*Language recommended: French, German, or Russian.

Six hours of physical education are required of all students in their freshman and sophomore years. Health Ed. 202 is required. Also 3 hours of agriculture, business, home economics, or industrial education, unless these were taken in high school.

Suggested Curriculum in College of Liberal Arts and Sciences

Freshman Year			
Fall	Hours	Winter	
		Hours	
Zool. 101	5	Zool. 105	5
Eng. 101	3	Eng. 102	3
Foreign Language*..	3	Foreign Language*..	3
Geog. 100	5	Soc. 101	5
Sophomore Year			
Zool. 200	5	Zool. 201	5
Eng. 211 or 212	3	Health Educ. 202	4
Hist. 201	5	Eng. 205 or 209	3
Chem. 111	5	Chem. 112	5
Junior Year			
Zool. 300	5	Bot. 202	5
Chem. 305	4	Chem. 306	4
Physics 106 or Elect.	4	Physics 107 or Elect.	4
Phil. 200 or Guid. 205	4	Zoology Electives	4
Senior Year			
Zool. 320	4	Zool. Electives	5
Electives	12	Electives	12
		Zool. Electives	4
		Electives	12

*Language recommended: French, German, or Russian.

Six hours of physical education are required of all students in freshman or sophomore years. Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

- 101. General Vertebrate Zoology.** The salient facts of vertebrate zoology, taking note of evolutionary development. Studies of each chordate class, with special emphasis on the amphibian type. Open to all junior-college students. 5 hours.
- 105. General Invertebrate Zoology.** The complex cell, its specialization into various types, and the rise of tissues, organs, and systems characteristic of invertebrates. Zoology 105 to be taken before Zoology 101 or following it, as suits student's convenience. 5 hours.
- 200. Comparative Vertebrate Anatomy I.** Comparative studies of skeletal and muscular structures from a phylogenetic and evolutionary aspect. Prerequisite, Zoology 101, or its equivalent. 5 hours.
- 201. Comparative Vertebrate Anatomy II.** Comparative studies of the digestive, reproductive, circulatory, and nervous systems of vertebrates. Prerequisite, Zoology 101, or its equivalent. Zoology 201 to be taken before or after Zoology 200, as suits the student's convenience. 5 hours.
- 210. General Ornithology.** Recognition of the local birds, and the study of their calls, feeding, nesting, and migratory habits; their relation to human welfare. Cost of field trips, \$10-\$25 per student. 4 hours.
- 215. Entomology.** Identification of local insects, the study of their life histories, and their economic importance. Prerequisite, Zoology 105, or its equivalent. 4 hours.
- 300. Vertebrate Embryology.** Emphasis placed on the ontogeny of the individual and its relation to vertebrate phylogeny; use of the chick and pig embryos as types. Prerequisite, Zoology 201, or its equivalent. 5 hours.
- 310. Animal Ecology.** The study of animals in their habitats, relations, formations, and associations. Cost of field trips, \$10-\$25 per student. Prerequisite, Zoology 335. 4 hours.
- 315. Genetics.** A general course involving the principles of evolution and genetics, with experimental work in breeding strains, etc. This course the same as Botany 315. Prerequisite, approval of the department. 5 hours.
- 320 (420). Histology of Organs.** Microscopic study of organs and tissues, with their origin and development. Prerequisite, one year of zoology. 4 hours.
- 321 (421). Histological Technique.** The latest methods of preparing histological material. Prerequisite, one year of zoology or botany. 5 hours.
- 335. Field Zoology.** A study of local fauna, its taxonomy, and its distribution. Cost of field trips, \$10-\$25 per student. Prerequisites, Zoology 101 and 105, or their equivalents. 5 hours.
- 351. Economic Biology.** Effects of plants and animals upon the economic welfare of man. Not to be taken by students who have had Botany or Zoology 350. 4 hours. This course the same as Botany 350.
- 360. Game Management.** General survey of management techniques; census methods, food habit analysis, data collection, area mapping, and animal population controls. Prerequisite, Zoology 101, 105, 215 and Botany 203 or approval of instructor. 5 hours.
- 365. Fish Management.** Introduction to methods of fishery management and techniques of fishery investigation. 5 hours.
- 380. History of Biology.** A story history of the biological sciences from the early Greek philosophers to the present time. Prerequisites, one year of zoology and botany. Not to be taken by anyone who has had Zoology 330. 4 hours. This course same as Botany 380.
- 405. Advanced Invertebrate Zoology.** Study of the anatomy of representative invertebrate types with an introduction to the taxonomy of the various phyla. Prerequisite, Zoology 105 or its equivalent. 4 hours.

406. **Protozoology.** A general consideration of the taxonomy, cytology, reproduction, and physiology of unicellular animals. Laboratory methods of culturing and preparing microscopical slides. Prerequisite, one year of zoology. Freeman. 5 hours. Fall.
440. **Experimental Zoology and Endocrinology.** Principles of development and organization of animals by experimental study of living forms. Experiments including regeneration and transplantation of organs and tissues, organization of the egg, effects of external and internal factors in development, with emphasis on glands of internal secretion. Prerequisites, Zoology 300 and Chemistry 306. Foote. 5 hours. Spring.
460. **Upland Game Birds.** A consideration of the taxonomic groups of birds, with special emphasis on those groups containing upland game and predatory species, including recognition, life history, and management. Prerequisites, Zoology 200, 300, and 335, or approval of instructor. 4 hours.
461. **Mammalogy.** A consideration of the taxonomic groups of mammals, with special emphasis on the game species, including recognition, life history, and management. Prerequisites, Zoology 200, 300, and 335, or approval of instructor. Klimstra. 4 hours. Spring.
462. **Waterfowl.** A consideration of the waterfowl of North America with special emphasis on those species of the Mississippi Flyway, including classification, recognition, life history, and management. Prerequisites, Zoology 200, 300, and 335 or approval of instructor. Klimstra. 4 hours. Winter.
465. **Ichthyology.** The taxonomic groups and natural history of fishes. Lewis. 4 hours. Fall.
470. **Methods in Biology.** A study of methods, consisting of consideration of objectives, different types of courses, teaching the scientific method, the laboratory method, the project method, field studies, measurements, evaluation, and other problems in the teaching of the biological sciences. Lectures, recitations, and readings. 4 hours. Winter. This course the same as Botany 470.
500. **Parasitology.** Collection, identification, morphology, life, history studies, and control measures for the main groups of the parasites of vertebrate animals. Freeman. 5 hours. Winter.
510. **Bio-ecology.** A study of the composition and development of biotic communities, and of the relationships of plants and animals to their environment. Cost of field trips \$10-\$25 per student. Gersbacher. 5 hours. Fall.
511. **Limnology.** A study of the biology of Crab Orchard Lake, Horse Shoe Lake, and various streams of Southern Illinois. Cost of field trips \$10-\$25 per student. Gersbacher. 5 hours. Summer.
512. **Animal Geography.** 5 hours.
540. **Factors in Animal Reproduction.** Lectures, reading, and laboratory on genetic and physiological factors in sex determination, sex differentiation, and sex modification in animals, with emphasis on vertebrate types. Hormonal control of normal sex cycles considered. Foote. 5 hours. Summer.
560. **Advanced Game Management.** Advanced study of management principles relating to maintenance and improvement of resources of game; individual problems in planning management programs co-ordinated with wise land usage. Prerequisite, approval of instructor. Klimstra. 5 hours. Summer.
565. **Advanced Fish Management.** A study and application of fishery management methods. Organizing of surveys and studies. Lewis. 5 hours.
- 581 (591). **Readings in Current Zoological Literature.** 3 hours.
- 590-595. **Problems and Research in Zoology (Thesis.)** 2-5 hours each term. Not more than 9 hours to be applied toward master's degree requirements.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

C ollege of vocations and professions

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Requirements

Agriculture

Art

Business Administration

Economics

Home Economics

Industrial Education

Journalism

Music

Nursing Education

Speech

COLLEGE OF VOCATIONS AND PROFESSIONS

Henry J. Rehn, Ph.D., Dean

Elva Hilmer Sitzler, B.S., Research Assistant

The College of Vocations and Professions was established to serve the needs of the following students:

1. Those desiring pre-professional training for

- | | |
|----------------|-----------------------|
| a. Engineering | c. Medical Technology |
| b. Forestry | d. Nursing |

The first part of the work required in these professional fields may be taken here. Suggested programs are given below, but every reasonable effort will be made to adjust the program in individual cases to meet the requirements of the professional school where the student expects to take the degree.

2. Those wanting a four-year education leading to the baccalaureate degrees:

a. Bachelor of Science in the departments of

- | | |
|-----------------------------|--------------------------|
| (1) Agriculture | (5) Home Economics |
| (2) Art | (6) Industrial Education |
| (3) Business Administration | (7) Journalism |
| (4) Economics | (8) Speech |

b. Bachelor of Music

Each candidate for the Bachelor of Science Degree must fulfill the general university requirements listed on page 49. The suggested curricula listed under the individual departments include the general university as well as the departmental requirements. Each curriculum provides a major field of concentration. A minor is not required.

Students desiring teacher-training in any of the above fields may take their subject matter work in these departments, but they will register in the College of Education. Professional education courses are accepted toward a degree in this college only by special permission of the dean, obtained in advance.

While a student may choose his field of specialization late in his college career, it is desirable to make this choice early.

The suggested curricula and course descriptions are listed in the following order:

Pre-Professional Programs

- | | |
|-------------|--------------------|
| Engineering | Medical Technology |
| Forestry | Nursing |

Departments

- | | |
|-------------------------|----------------------|
| Agriculture | Industrial Education |
| Art | Journalism |
| Business Administration | Music |
| Economics | Nursing Education |
| Home Economics | Speech |

PRE-PROFESSIONAL PROGRAMS

Pre-Engineering

In general, the schools specify approximately the same courses for the first year, irrespective of the type of engineering training. A suggested curriculum for the work to be taken at this University is as follows:

First Term		Second Term		Third Term	
	Hours		Hours		Hours
English 101	3	English 102	3	English 103	3
Chemistry 111	5	Chemistry 112	5	Chemistry 113	5
Math. (Alegbra) 111 ..	5	Math. (Trig.) 112 ..	4	Math. (Geom.) 113 ..	5
Ind. Educ. 101	4	Ind. Educ. 106	4	Ind. Educ. 205	4
	<u>17</u>		<u>16</u>		<u>17</u>

Upon the successful completion of the above course of study, a student should be able to transfer as a sophomore to almost any engineering college. In general, this course is advisable and is recommended.

If, for individual reasons, a student plans to spend more than one year at Southern, some suggested courses are listed below. Before arranging this curriculum for the second year, the student should decide what kind of engineer he wishes to be and the college to which he wishes to transfer. He should then provide himself with a catalog from the college selected and choose his curriculum in consultation with his adviser.

Second Year		Hours		Hours	
	Hours		Hours		Hours
Physics 106	5	Physics 107	5	Physics 108	5
Math. (Cal.) 251	4	Math. (Cal.) 252	4	Math. (Cal.) 303	4
Econ. 205	5	Ind. Educ. 205	4	Speech 101	4

Pre-Forestry

This program provides a course of study similar to that given in a professional forestry school and is designed to prepare students to enter such schools with two years of advanced standing. It is suggested that students have in mind the school where they expect to complete their professional training so that the suggested curriculum can be altered sufficiently to meet specific requirements of the respective schools.

First Year		Hours		Hours	
	Hours		Hours		Hours
English 101	3	English 102	3	English 103	3
Botany 101	5	Mathematics 106	4	Speech 101	4
Art 120 or Music 100 ..	3	or 111	4	Mathematics 112	4
Agriculture 114	4	Botany 202	5	Economics 201	3
Physical Education	2	Economics 200	3	Physical Education	2
	<u>17</u>	Physical Education	<u>2</u>		<u>16</u>
	<u>17</u>		<u>16</u>		<u>16</u>

Second Year		Hours		Hours	
	Hours		Hours		Hours
Chem. 108 or 111	5	Chem. 112 or 248	5	Chem. 258 or 305	5
Agriculture 202	4	History 101	3	Physics 102	4
Botany 203	5	Agriculture 361	4	Botany 320	5
Economics 202	3	Physics 101	4	English 205, 206, 209, 211 or 212	3
	<u>17</u>		<u>16</u>		<u>17</u>

Pre-Medical Technology

Some schools of medical technology suggest that their applicants have the A.B. degree. Candidates are generally accepted with two years of college work if their courses include inorganic chemistry and quantitative analysis, zoology, and other animal sciences, and, if possible, bacteriology. If the student intends to complete work for the A.B. degree before entering a school of medical technology, he should take courses generally recommended for the pre-medical student, and he must complete his major and minor, and general education requirements.

The professional course in schools of medical technology usually consists of twelve consecutive months of didactic and practical work in all phases of clinical laboratory technic.

First Year		
Physical Education	Physical Education	Physical Education
English 101	English 102	English 103
Zoology 101	Zoology 200	Zoology 201
Chemistry 111	Chemistry 112	Chemistry 113
Second Year		
Chemistry 305	Chemistry 306	Chemistry 232
Social Science	Physiology 300	(Quant. Anal.)
Botany 101	Social Science	Physiology 209
Physical Education	Physical Education	Social Science
Third Year		
Bacteriology 301	Botany 301a (Mycology)	Physics 108
Physics 106	Physics 107	Biochem. 451
Foreign Language 101	Foreign Language 102	Foreign Language 103

Pre-Nursing

The course of study is set up to suit the individual student and the school with which she plans to become associated.

Agriculture

Professor Wendell E. Keepper, Ph.D., Chairman
 Professor Renzo E. Muckelroy, M.S. (Emeritus)
 Associate Professor Lowell R. Tucker, Ph.D.
 Assistant Professor Marshall G. Clark, M.S.
 Assistant Professor Alex Reed, M.S.
 Consulting Entomologist Stewart C. Chandler, B.S.
 Instructor William T. Andrew, M.S.
 Instructor Benjamin C. Fehrman, M.S.
 Instructor John Frank Hosner, M.F.
 Instructor Harvey S. Woods, M.S.

The Department of Agriculture offers curricula leading to the following degrees:

1. Bachelor of Science in Education.
2. Bachelor of Science (for students in the College of Vocations and Professions).

For a major in agriculture, a minimum of 48 hours is required for a Bachelor of Science in Education; and a minimum of 60 hours is required for a Bachelor of Science for students in the College of Vocations and Professions.

In addition, the department offers the first two to three years' work leading toward certification under the Smith-Hughes Law for teaching vocational agriculture. This training must be completed at a Land-Grant College.

Suggested Curriculum in College of Education

(Leading to Degree Bachelor of Science in Education)

Fall		Winter		Spring	
	Hours		Hours		Hours
Agr. 114	4	Agr. 124	3	Agr. 103	3
Art 120 or Music 100	3	Govt. 101, 231	5	Agr. 125	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101	5	Math or Physics	4	Zool. 105	5
P. E.	2	P. E.	2	P. E.	2
	<u>17</u>		<u>17</u>		<u>17</u>
Sophomore Year					
Agr. 105	4	Agr. 102	3	Agr. 231	4
Chem. 111 or 108	5	Chem. 112 or 248	5	Agr. 260	3
Eng. 205, 206, 209, 211 or 212	3	Econ. 205	5	Chem. 305 or 258	5
Health Ed. 202	4	Speech 101	4	Geol. 220	5
	<u>16</u>		<u>17</u>		<u>17</u>
Junior Year					
Agr. 202	4	Agr. 315	4	Agr. 304	3
Guid. 205	4	Agr. 350	5	Guid. 305 or 345	4
Zool. 215	4	Eng. 205, 206, 209, 211 or 212	3	Hist. 201 or 202	5
Minor subject	5	Zool. 315	5	Soc. Stud.*	5
	<u>17</u>		<u>17</u>		<u>17</u>
Senior Year					
Agr. 360	4	Educ. 315	4	Elective**	4
Educ. 310	4	Educ. 331	4	Student Teaching	12
Eng. 300 or 391	3	Electives**	9		
Elective**	5				
	<u>17</u>		<u>17</u>		<u>16</u>

*Must be either in the field of geography or sociology.

**In selecting electives, students should give attention to meeting minor requirements.

Suggested Curriculum in College of Vocations and Professions

Fall		Winter		Spring	
	Hours		Hours		Hours
Agr. 114	4	Agr. 124	3	Agr. 103	3
Art 120 or Music 100	3	Math. or Physics	4	Agr. 125	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. 101	5	Soc. Studies*	5	Zool. 105	5
P. E.	2	P. E.	2	P. E.	2
	<u>17</u>		<u>17</u>		<u>17</u>
Sophomore Year					
Agr. 105	4	Agr. 102	3	Agr. 231	4
Chem. 111 or 108	5	Chem. 112 or 248	5	Agr. 260	3
Eng. 205, 206, 209, 211 or 212	3	Econ. 205	5	Chem. 305 or 258	5
Health Ed. 202	4	Speech 101	4	Geol. 220	5
	<u>16</u>		<u>17</u>		<u>17</u>
Junior Year					
Agr. 202	4	Agr. 315	4	Soc. Stud.*	5
Agr. 360	4	Agr. 350	5	Electives**	12
Soc. Stud.*	5	Eng. 205, 206, 209, 211 or 212	3		
Zool. 215	4	Zool. 315	5		
	<u>17</u>		<u>17</u>		<u>17</u>
Senior Year					
Electives**	16	Electives**	16	Electives**	16

*Social studies must include 5 hours each of three of the following fields: geography, government, history, sociology.

**At least 15 of the 60 hours of electives must be in the field of agriculture.

102. **Cereal Crops.** Production and harvesting of common farm crops; improvement; seed purity and germination; grain quality; insects, diseases, weeds, and their control. Prerequisite, Botany 101. 3 hours. Usually Winter Quarter.
103. **Forage Crops.** Adaption, culture, and utilization of grasses and legumes used chiefly for forage, and their place in crop rotation. Prerequisite, Botany 101. 3 hours. Usually Spring Quarter.
105. **Animal Husbandry.** A general survey of the industry, including the study of horses, mules, beef cattle, sheep, and hogs; laboratory work in judging. 4 hours. Usually Fall Quarter.
114. **Introduction to Agriculture.** Size and place in local and national economy; distribution and reasons. The farm business unit; determinants of its size and organization. Public policies affecting agriculture. 4 hours. Usually Fall Quarter.
124. **Fruit Crops.** Fundamentals of propagation and growing of fruit for home use. 3 hours. Usually Winter Quarter.
125. **Poultry Production.** Breeds, breeding, culling, incubation, brooding, housing, feeding, management, disease control, and marketing of poultry. 4 hours. Usually Spring Quarter.
202. **Farm Soils.** Soil formation, drainage, acidity, conservation; crop rotation; conservation and utilization of farm manure; liming, chemical deficiencies; soil testing; legumes and nitrogen-fixing bacteria; fertilizers and their application; and practical use for individual crops. Prerequisite, Organic Chemistry. 4 hours. Usually Fall Quarter.
219. **Horses.** Types, breeds, selection, use, care, and management of saddle and draft animals. 2 hours. Usually Spring Quarter of alternate years.
- 231 (131). **Dairy Husbandry.** Introductory work, including selection of dairy animals, herd improvement, milk secretion, manufacture of dairy products. 4 hours. Usually Spring Quarter.
- 260 (160). **Vegetable Gardening.** Home garden sites and sizes, soils and fertilizers, hot beds and cold frames, varieties, transplanting, tillage, pest control, harvesting and storing. 3 hours. Usually Spring Quarter.
303. **Surveying.** Chaining, surveying, mapping, and use of the level and other equipment; dimensions and planning of building foundations; drainage of fields, tiling, dam and pond construction; irrigation; gulley control; land clearing. Prerequisite, mathematics or physics. 4 hours. Usually Spring Quarter.
304. **Landscape Gardening.** Planning for efficiency in site use, and landscaping of home and school ground; simple landscape design for home, farm, and public site with regard to area adaption. 3 hours. Usually Spring Quarter.
305. **Soil Conservation.** Soil properties and other factors affecting soil erosion and excessive water runoff. Principles of soil and water conservation as applied under various conditions of climate and terrain. 4 hours. Usually Spring Quarter.
309. **Agricultural Education.** Methods of teaching general agriculture in secondary schools. Prerequisites, 16 hours in education, and 16 hours in agriculture. 4 hours. Usually Winter Quarter.
310. **General Agriculture.** A survey of the general field. Cannot be used toward major or minor credit in agriculture. 4 hours. Usually given by extension.

314. **Agricultural Problems and Policies.** Recognition of the problems and their origins. Analysis and attempts to solve them through farmers' organizations and the various levels of government. Prerequisites, Agriculture 114 and Economics 205, or equivalent. 4 hours. Usually Winter Quarter of alternate years.
- 315 (205). **Principles of Feeding.** Principles of animal nutrition as applied to the feeding of domestic animals. Prerequisites, Agriculture 105 or equivalent. 4 hours. Usually Winter Quarter.
- 316 (112). **Small Fruits.** Production of strawberries, brambles, grapes, and miscellaneous small fruits. Prerequisites, Agriculture 124 and Botany 101. 4 hours. Usually Winter Quarter.
317. **Meats.** Introduction to, identification, grading, judging and selection of meats. 2 hours. Usually Spring Quarter of alternate years.
320. **Advanced Poultry Production.** A study of the problems of the poultryman and breeder; special consideration given to breeding, feeding, broiler and egg production; and management. Prerequisite, Agriculture 125. 4 hours. Usually Fall Quarter.
322. **Advanced Soils.** Basic concepts of soil physics, soil chemistry, and soil fertility. Prerequisites, Organic Chemistry and Agriculture 202. 4 hours. Usually Winter Quarter.
- 324 (212). **Orcharding.** The principles of fruit growing, with special reference to commercial orchards; physiology, orchard practices, pest control, harvesting and marketing; peach and apple cultures of primary concern. Field trips. Prerequisites, Botany 101 and Agriculture 124. 4 hours. Usually Fall Quarter of alternate years.
325. **Pests of Fruit and Vegetables.** Identification, life history, and practical methods of control of important pests of horticulture crops. Prerequisites, Agriculture 124, 260, or equivalent. 4 hours. Usually Spring Quarter.
326. **Diseases of Cereal and Forage Crops.** Study of the life history, identification, and practical methods of control of important diseases of cereal and forage crops. Prerequisites, Agriculture 102 and 103. (Given upon request.) 4 hours. Usually Fall Quarter.
330. **Dairy Production.** Milk production; herd management; feeding; breeding; calf raising; records and production testing; buildings and equipment; sanitation; common ailments; disease problems; dairy farm practices. Prerequisite, Agriculture 231. 4 hours. Usually Fall Quarter.
334. **Preservation and Processing of Agricultural Products.** A study of principles involved in canning, freezing, drying, and fermentation of foods. Prerequisite, 3 courses in agriculture or home economics. 4 hours. Usually Fall Quarter of alternate years.
337. **Animal Hygiene.** Contagious, infectious, and nutritional diseases and parasites of animals; their relation to agriculture and human health, and their prevention and control. Prerequisite, Agriculture 105. 4 hours. Usually Spring Quarter.
338. **Principles of Vegetable Production.** Classification, influence of environment, hormones, breeding, nutrition, crop rotation, and chemical weed control. Prerequisites, Botany 101 and Agriculture 260. 3 hours. Usually Spring Quarter.

- 340. Commercial Vegetable Production.** Culture, harvesting, and marketing of commercial vegetables. Prerequisites, Botany 101 and Agriculture 260. 4 hours. Usually Fall Quarter.
- 344. General Floriculture.** Propagation, culture, and uses of flowering plants in the home, yard, garden, and under glass. 4 hours. Usually Winter quarter.
- 350. Farm Management.** Measuring farm profits; principles and practices involved in organizing and operating the farm business for greatest profit and for maintenance of resources; starting farming. Field trips required, costing approximately \$2.00. Prerequisites, Agriculture 114 and junior standing. 5 hours. Usually Winter Quarter.
- 351. Farm Financial Management.** Farm records and accounts as aids in detecting and solving financial problems; obtaining and using credit and insurance; budgeting to meet the farm and family needs. Prerequisite, Agriculture 350. 4 hours. Usually Spring Quarter.
- 354. Greenhouses and Greenhouse Management.** Advantages and disadvantages of this territory for the greenhouse business. Greenhouse practices, crops grown, their culture, handling, and market outlets. 4 hours. Usually Winter Quarter.
- 360. Farm Forestry.** A general course including adaptability of forest trees for farm use—their soil and climatic adaptations, uses, and place on private farms; also, planting, culture, and harvesting. For agricultural majors only. 4 hours. Usually Fall Quarter.
- 361. General Forestry.** The forest as a renewable natural resource; the importance and use of forests, their management, public forest policy. Designed to acquaint both the non-professional and the beginning professional student with the practice of forestry. For non-agricultural majors; agricultural majors admitted only with consent of instructor. 4 hours. Usually Winter Quarter.
- 365 (265). Swine Production.** Breeds, breeding, feeding, and management of swine. Prerequisite, Agriculture 105. 4 hours. Usually Winter Quarter.
- 375. Farm Shop.** The set-up of the farm work shop, selection of tools and machines, care and use of tools for general repair work; the value of construction and repair as related to the farm income. 4 hours. Usually Winter Quarter.
- 376. Farm Tractor Maintenance.** A study of daily and periodic service needs of tractors and on-farm servicing of functional parts. 4 hours. Usually Fall Quarter.
- 380 (280). Sheep Production.** Breeds, breeding, feeding, and management of sheep, and a study of mutton and wool. Prerequisite, Agriculture 105. 4 hours. Usually Spring Quarter.
- 385 (285). Beef Production.** Breeds, breeding, feeding, and management of beef and dual-purpose cattle. Prerequisite, Agriculture 105. 4 hours. Usually Fall Quarter.
- 390. Special Studies in Agriculture.** Assignments involving research and individual problems. Approval of department chairman required. 4 hours.
- 391. Advanced Problems in Agriculture.** Assignments involving research and individual studies of a higher specialized nature. Approval of the department chairman required. 4 hours.

Art

Professor Burnett H. Shryock, M.A., Chairman
 Assistant Professor Emily Farnham, M.A.
 Assistant Professor Robert W. McMillan, M.A.
 Assistant Professor Lula D. Roach, Ph.B. (On Leave)
 Assistant Professor Ben P. Watkins, M.A.
 Lecturer G. Sanderson Knaus
 Instructor Kenneth A. Ervin, M.A.
 Instructor Charles M. Pulley, B.S.
 Faculty Assistant Violet Trovillion

The Department offers curricula leading to the bachelor's degree in all of the three colleges of the University.

1. Bachelor of Science in Education (for students in the College of Education). Major in Art Education.
2. Bachelor of Arts (for students in the College of Liberal Arts and Sciences). Major in Art History.
3. Bachelor of Science (for students in the College of Vocations and Professions). Majors in Advertising Art; Drawing and Painting; Product Design; Sculpture; Ceramics.

Twelve hours of Art History are required of all art majors.

The Art Department directs students toward a practical objective with professional training methods, while offering the finest cultural training in art. In addition, curricula are planned to take care of the needs of students, other than art majors, who want an experience in various art activities for either cultural or practical reasons.

Suggested Curriculum in College of Education**Art-Education Major (Secondary Certificate Program)**

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
Art 100	5	Art 101	5	Art 102	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Zool. or Bot. 101	5	Physics or		Geog. 100	5
Math. 105	4	Chem. 101	4	Mus. 100	3
P. E.	1-2	Math. 107	4	P. E.	1-2
		P. E.	1-2		
	18-19				17-18
Sophomore Year					
Art 135, 215, 220, 250 or 260	3-4	Art 136, 216, 221, 251, or 261	3-4	Art 137, 217, 222, 252, or 262	3-4
Eng. 205	3	Eng. 211	3	Health Ed. 202	4
Soc. 101	5	Govt. 101	5	Hist. 201	3
Guid. 205	4	Speech 101	3	Educ. 310	4
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
	16-17				15-16
Junior Year					
Art 347	4	Art 348	4	Art 349	4
Art Elective	4	Art Elective	4	Art Elective	4
Educ. 331	4	Guid. 345	4	Educ. 315	4
Eng. 318	4	Eng. 319	5	Eng. 300	3
	16				15
Senior Year					
Art 300	4	Art 365	4	Stud. Teaching	8
Art 345	3	Art 385	3	Electives	7-8
Electives	9-10	Stud. Teaching	4		
		Electives	5-6		
	16-17				15-16

Suggested electives: 24 hours in minor subject approved by major professor; English (as above), history, philosophy. One year of foreign language.

Suggested Curriculum in College of Education

Art Education Major (Special Certificate Program*)

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Art 100	5	Art 101	5	Art 102	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. or Zool. 101	5	Physics or Chem. 101	4	Geog. 100	5
Math. 106	4	Math. 107	4	Mus. 100	3
P. E.	1-2	P. E.	1-2	P. E.	1-2
	18-19		17-18		17-18

Sophomore Year

Art 155, 215, 220, 250, or 260	3-4	Art 156, 216, 221, 251, or 261	3-4	Art 157, 217, 222, 252, or 262	3-4
Geog. 101	5	Govt. 101	5	Hist. 201	5
Soc. 101	5	Guid. 205	4	Guid. 305 or 306	4
Eng. 205	3	Speech 101	4	Health Ed. 202	4
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
	16-18		16-18		16-18

Junior Year

Art 347	4	Art 348	4	Art 349	4
Art Electives	4-5	Art 300	4	Art 365	4
Eng. 209	3	Educ. 314	4	Art Electives	4-5
Math. 210	4	Hist. 202	5	Educ. 337	4
Nat. Sci. Elective ..	3				
	18-19		17		16-17

Senior Year

Art Electives	4-5	Educ. 317	4	Student Teaching	16
Educ. 331	4	Educ. 422	4	(Any term in senior year)	
Educ. 355	4	Eng. 391	3		
Geog. 324	4	Lang. Arts Elective ..	3		
	16-17	P. E. 319	4		
			18		

*This program meets all state and university requirements for the special certificate in art and the elementary certificate. The graduate is thus qualified to teach art in grades 1 through 12 and to do general teaching in grades 1 through 8.

Suggested Curriculum in College of Liberal Arts and Sciences

Art-History Major

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Eng. 101	3	Eng. 102	3	Eng. 103	3
Hist. 101	3	Hist. 102	3	Hist. 103	3
Math. 106	4	Physics or Chem. 101	4	Physics or Chem. 102	4
Bot. or Zool. 101	5	Soc. 101	5	Art 120	3
P. E.	1-2	P. E.	1-2	Mus. 100	3
	16-17		16-17	P. E.	1-2
					17-18

Sophomore Year					
	Fall	Hours	Winter	Hours	Spring
Art 225	4		Art 226	4	Art 227
Eng. 211	3		Eng. 212	3	Health Ed. 202
Ger. or Fr. 101	3		Ger. or Fr. 102	3	Ger. or Fr. 103
Econ. 205	5		Geog. 100	5	Hist. 201
P. E. (Women)	1		P. E. (Women)	1	P. E. (Women)
		15-16		15-16	
					16-17

Junior Year					
	Fall	Hours	Winter	Hours	Spring
Art 345	3		Art 346	3	Art 349
Art 347	4		Art 348	4	Art 356
Eng. 314	4		Hist. 310	4	Hist. 415
Eng. 315	4		Phil. 360	4	Mus. 337
Hist. 305	3				Electives
		18		15	
					16

Senior Year					
	Fall	Hours	Winter	Hours	Spring
Art 357	4		Art 382	5	Art 383
Art 381	4		Electives	10	Art 384
Electives	8				Electives
		16		15	
					16

Recommended electives: Studio courses in art, history, English.

Suggested Curriculum in College of Vocations and Professions

Major in Advertising Art

Freshman Year					
	Fall	Hours	Winter	Hours	Spring
Art 100	5		Art 101	5	Art 102
Art 120	3		Eng. 102	3	Eng. 103
Eng. 101	3		Math. 106	4	Math. 107 or 120
Bot. 101 or Zool. 101	5		Soc. 101	5	Art 125
P. E.	1-2		P. E. (Women)	1	P. E.
		17-18		17-18	
					16-17

Sophomore Year					
	Fall	Hours	Winter	Hours	Spring
Art 215	4		Art 276	5	Art 217
Art 275	5		Art 216	4	Art 277
Eng. 205 or 209	3		Govt. 231	5	Bus. Adm. 102
Physics or			P. E. (Women)	1	Hist. 201
Chem. 101	4		Electives	3	P. E. (Women)
P. E. (Women)	1				
(Men)	2				
		17-18		17-18	
					17-18

Junior Year					
	Fall	Hours	Winter	Hours	Spring
Art 245	4		Art 246	4	Art 247
Art 250	4		Art 251	4	Art 252
Art 375	5		Art 376	5	Art 377
Eng. 209, 211, 212	3		Art 220	4	Econ. 205
		16		17	
					18

Senior Year					
	Fall	Hours	Winter	Hours	Spring
Art 320	4		Art 321	4	Art 322
Art 345	3		Art 346	3	Art 349
Art 350	4		Art 351	4	Art 352
Bus. Adm. 330	5		Bus. Adm. 337	4	Bus. Adm. 333
		16		18	
					18

Major in Product Design

		Freshman Year			
Fall	Hours	Winter	Hours	Spring	
Art 100	5	Art 101	5	Art 102	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bot. or Zool. 101	5	I. Ed. 101	4	I. Ed. 112	4
P. E.	1-2	Physics 101	4	Physics 102	4
		P. E.	1-2	P. E.	1-2
	<u>14-15</u>		<u>17-18</u>		<u>17-18</u>

Sophomore Year

Art 125	3	Art 216	4	Art 135	3
Art 215	4	Art 246 or		Art 217	4
Math. 106	4	I. Ed. 106	4	Health Ed. 202	4
Soc. 101	5	Eng. 209 or 211	3	Econ. 205	5
P. E. (Women)	1	Geog. 100	5	P. E. (Women)	1
		P. E. (Women)	1		
	<u>16-17</u>		<u>16-17</u>		<u>16-17</u>

Junior Year

Art 225	4	Art 226	4	Art 227	4
Art 366	4	Art 367	4	Art 260	4
Guid. 206	4	Journ. 260	5	Art 368	4
I. Ed. 204 or		I. Ed. 205 or		I. Ed. 304 or	
Art 220	4	Art 221	4	Art 247	4
	<u>16</u>		<u>17</u>		<u>16</u>

Senior Year

Art 345	3	Art 346	3	Art 349	4
Art 350	4	Art 351	4	Art 352	4
Art 375	5	Art 385	3	Art 392	3
Electives	4	Electives	6	Electives	5
	<u>16</u>		<u>16</u>		<u>16</u>

Major in Drawing and Painting

		Freshman Year			
Fall	Hours	Winter	Hours	Spring	
Art 100	5	Art 101	5	Art 102	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
I. Ed. 101 or		Chem. or		Govt. 101	5
Bus. Ad. 102	3-4	Physics 101	4	Art 120	3
Math. 106	4	Math. 107 or 120	4	P. E.	1-2
P. E.	1-2	P. E.	1-2		
	<u>16-18</u>		<u>17-18</u>		<u>17-18</u>

Sophomore Year

Art 220	4	Art 221	4	Art 222	4
Art 245	4	Art 246	4	Art 247	4
Art 250	4	Art 251	4	Art 252	4
Bot. or Zool. 101	5	Soc. 101	5	Econ. 205	5
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
	<u>17-18</u>		<u>17-18</u>		<u>17-18</u>

Junior Year

Art 225	4	Art 226	4	Art 227	4
Art 320	4	Art 321	4	Art 322	4
Hist. 201 or 202	5	Health Ed. 202	4	Phil. 300 or 360	4
Eng. 209, 211, or 212	3	Eng. 205	3	Electives	4
	<u>16</u>		<u>15</u>		<u>16</u>

Senior Year

Art 345	3	Art 346	3	Art 349	4
Art 347	4	Art 348	4	Art 352	4
Art 350	4	Art 351	4	Art 373	4
Art 371	4	Art 372	4	Electives	4
	<u>15</u>		<u>15</u>		<u>16</u>

Major in Sculpture and Ceramics*

Freshman Year		
Fall	Winter	Spring
Art. 100 5	Art 101 5	Art 102 5
Art 120 3	I. Ed. 101 4	Chem. 101 4
Eng. 101 3	Eng. 102 3	Eng. 103 3
Bot. 101 or Zool. 200 5	Physics 101 4	Physics 102 4
P. E. 1-2	P. E. 1-2	P. E. 1-2
<u>17-18</u>	<u>17-18</u>	<u>17-18</u>

Sophomore Year		
Fall	Winter	Spring
Art 135 3	Art 136 3	Art 137 3
Art 245 4	Art 246 4	Art 247 4
Art 260 4	Art 261 4	Art 262 4
Soc. 101 5	Geog. 100 5	Health Ed. 202 4
P. E. (Women) 1	P. E. (Women) 1	P. E. (Women) 1
<u>16-17</u>	<u>16-17</u>	<u>15-16</u>

Junior Year		
Fall	Winter	Spring
Art 225 4	Art 226 4	Art 227 4
Art 302 3	Art 303 3	Art 304 3
Art 360 4	Art 361 4	Art 362 4
Guid. 205 4	Eng. 211 3	Hist. 201 5
Eng. 209 3	Electives 3	
<u>18</u>	<u>17</u>	<u>16</u>

Senior Year		
Fall	Winter	Spring
Art 347 4	Art 348 4	Art 349 4
Art 350 4	Art 351 4	Art 352 4
Art 390 3	Art 391 3	Art 392 3
Electives 5	Electives 5	Electives 5
<u>16</u>	<u>16</u>	<u>16</u>

* This curriculum can be adjusted to either a major in sculpture or a major in ceramics.

The art courses are listed in two sections: Art Studio and Art History and Appreciation.

Art Studio

- 100, 101, 102. Fundamentals of Art.** The foundation course for art majors and minors. Integration of basic experiences in drawing, design, advertising, painting, three-dimensional media, and theory. One trip to St. Louis required. Staff. 5 hours each. A year's sequence.
- 105, 106, 107. Drawing.** Introduction to representation and expression in drawing, with problems in fundamental visual experiences. 3 hours each. A year's sequence.
- 110, 111, 112. Basic Design.** Study of design principles fundamental to all concepts of visual expression, combined with experiments in various media. 3 hours each. A year's sequence.
- 115. Color and Design as Applied to the Home.** This course designed for home economics majors. A practical course stressing the design aspects of interior decoration. Lectures and studio experience. One trip to St. Louis required. 4 hours.
- 125. Lettering and Layout.** A practical beginning course in the principles of advertising art applied to newspaper, magazine, direct-mail, and packaging. 3 hours.

- 135, 136, 137. Pottery.** An introduction to the various ceramic techniques. 3 hours each. A year's sequence.
- 215, 216, 217. Advanced Design.** Elaboration of basic problems in product, interior, and architectural design. Fundamentals of window display and exhibition presentation. Textile printing and object design. Prerequisite, Art 112. 4 hours each. A year's sequence.
- 220, 221, 222. Water-Color Painting.** Problems in transparent water-color, gouache, tempera, and casein colors. For majors, prerequisites: Art 100, 101, 102. Prerequisite for non-majors: 1 drawing course. One trip to St. Louis required. 4 hours each. A year's sequence.
- 245, 246, 247. The Figure.** Study of the human figure from anatomical and pictorial standpoints with application to both illustration and painting. An elementary course. Required of Advertising Art majors and Drawing and Painting majors. 4 hours each. A year's sequence.
- 250, 251, 252. Oil Painting.** Elementary problems in pictorial and illustrative composition and in the methods and techniques of painting in oil. Prerequisites for majors: Art 100, 101, 102. Non-majors prerequisite: 1 drawing course. One trip to St. Louis required. 4 hours each. A year's sequence.
- 260, 261, 262. Beginning Sculpture.** An introductory course in sculpture including experiences with basic sculptural materials. Clay, stone, wood. 4 hours each. A year's sequence.
- 275, 276, 277. Advertising Art.** Practical experience in all advertising media, with emphasis on merchandising and production methods. Prerequisite for majors: Art 100, 101, 102, 125; for non-majors: Art 125. 5 hours each.
- 300. Art Education in the Elementary Schools.** A study of the techniques and philosophy of Art Education in the elementary grades: includes practical experience with a variety of materials adaptable to art programs at all elementary grade levels. 4 hours.
- 302, 303, 304. Advanced Ceramics.** Problems in designing for moulds, firing, and glazing. Prerequisite, Art 137. 3 hours each. A year's sequence.
- 305. Freehand Drawing.** For elementary and secondary school teachers. 4 hours.
- 320. Painting Techniques.** Experimentation with pigments, media, grounds, and the various technical procedures for painting in oil, fresco, and egg tempera. Prerequisites, Art 222 and 252. One trip to St. Louis required. 4 hours. Fall.
- 321. Advanced Oil Painting.** Painting in oil, with emphasis on the relationship between form and idea, and the development of the individual painter. Prerequisites, Art 250, 251, 252, 320, 245, 246, 247. One trip to St. Louis required. 4 hours. Winter.
- 322. Advanced Water-Color Painting.** Painting in the various water-color media with emphasis similar to that stated in the description of Art 321. Prerequisite, Art 220, 221, 222, 320. One trip to St. Louis required. 4 hours. Spring.
- 323. The Figure (Advanced).** Advanced experience in figure for both painting, advertising, and illustration students, using drawing and painting media. Prerequisites, Art 245, 246, 247, and three terms of painting. 4 hours.

- 325, 326, 327, 350, 351, 352. Studio.** Advanced work of the senior college student in which he develops a research problem. Student to consult the chairman of the department in regard to selection of the project and the instructor. Prerequisite, approval by the chairman of the department. 4 hours each.
- 365. Art Education in the Secondary Schools.** A study of the techniques and philosophy of Art Education on the secondary level; includes practical experiences with materials adaptable to high school programs in art and planning of high school art curricula. 4 hours.
- 366. Product Design.** Experimental approach to problems involved in design of furniture and other objects. Construction of scale models. Visual rendering in a variety of media. Major prerequisite, Art 217. Non-major prerequisite, approval of instructor. 4 hours.
- 367. Interior Design.** Integration of function and appearance in the planning of the interior applied to homes, shops, and stores. Scale model construction and visual rendering. Prerequisite, Art 366. 4 hours.
- 368. Architectural Design.** Relating experiments in Product Design and Interior Design to demands of the enclosed architectural shell. Small homes, shops, and stores. Scale model construction and visual rendering. Prerequisite, Art 367. 4 hours.
- 371, 372, 373. Portrait Painting.** Use of the model as source for interpretive statement and creative expression. Prerequisite, Art 321. 4 hours each. A year's sequence.
- 375, 376, 377. Advanced Advertising Art.** Reproductive methods, studio and agency procedure, typography, finished layout and lettering projects applied to advertising campaigns. Prerequisites, Art 275, 276, 277, 245, 246, 247. 5 hours each.
- 385, 386, 387. Weaving.** 3 hours each. A year's sequence.
- 390, 391, 392. Ceramic Sculpture.** Various methods in constructing clay sculptures, firing, and glazing. Prerequisites, Art 137, 262. 3 hours each. A year's sequence.
- 393, 394, 395. Advanced Sculpture.** Modeling, casting, and carving. Clay, plastics, wood, stone. Prerequisite, Art 262. 3 hours each. A year's sequence.

Art History and Appreciation

The aim of the study of Art History and Appreciation is to train students who wish to teach in colleges or enter the field of museum work.

- 120. Art Appreciation.** A course designed to introduce the student to all art forms, past and present. Art related to daily experience. Required of art majors. Satisfies University requirement. Staff. 3 hours. Fall, Winter, Spring.
- 225. History of Architecture.** A study of significant architectural monuments of the past and present, with reference to the geographical, social, and technical influence. 4 hours. Fall.
- 226. History of Sculpture.** A study of development of sculpture as significant means of expressing the spirit of man, from the earliest times to the present. 4 hours. Winter.

- 227. History of Painting.** A study of painting as an expression of man's reaction to his environment, from Altamira to the present. 4 hours. Spring.
- 345. Art of the Nineteenth and Twentieth Centuries.** A critical and historical study of Neo-classicism, Romanticism, Realism, Impressionism, and Post-impressionism. Lectures on Philosophy of Art by visiting professors. 3 hours. Fall.
- 346. Contemporary Art.** A critical analysis of contemporary painting, sculpture, and architecture, with emphasis on painting as an outgrowth of the influences of eighteenth and nineteenth-century expression. Prerequisite, Art 345. One trip to St. Louis required in this course. 3 hours. Winter.
- 347. Ancient Art.** 4 hours. Fall.
- 348. Medieval Art.** Prerequisite, Art 347. One trip to St. Louis required. 4 hours. Winter.
- 349. Renaissance Art.** 4 hours. Spring.
- 356. Theory of Art Criticism.** A course devoted to the development of the ability to analyze and evaluate works of art. One trip to St. Louis required. 3 hours. Spring.
- 357. Theories and Techniques of Art.** A study of the relationship of art theories, materials, and techniques of the various historical periods. 4 hours. Fall.
- 360, 361, 362. Survey of Twentieth-Century Sculpture and Architecture.** A seminar in History of Sculpture and Architecture designed for sculpture and ceramic majors. 4 hours.
- 381. Art of the Seventeenth and Eighteenth Centuries.** 4 hours. Fall.
- 382. Seminar in Ancient Art.** 5 hours. Winter.
- 383. Seminar in Renaissance Art.** 5 hours. Spring.
- 384. Seminar.** Subject to be determined. 5 hours. Spring.

Business Administration

Professor Henry J. Rehn, Ph.D.
Professor John W. Scott, Ph.D., Chairman
Associate Professor Viola M. DuFrain, Ph.D.
Associate Professor Harves C. Rahe, Ed.D.
Assistant Professor Mary Noel Barron, M.B.A.
Assistant Professor Van A. Buboltz, M.A.
Assistant Professor Paul M. Hoffman, M.B.A.
Assistant Professor Susie E. Ogden, A.M.

The Department of Business Administration aims to meet effectively the needs of young men and women preparing themselves, through vocational and professional training, for entry into the various fields of business. The curricula include, in addition to the technical subjects, cultural studies designed to develop useful and intelligent members of society as well as successful business men and women.

The Department offers work in the following fields, leading to the degrees—

1. Bachelor of Science in Education.
2. Bachelor of Science. For students of the College of Vocations and Professions who major in—

Accounting
Finance
General Business
Merchandising
Secretarial Training.

In addition to welcoming the students seeking a degree, the department welcomes those students who are interested in only one course, or in a few courses. Such students should confer with the chairman of the department in advance of the registration date.

Suggested Curriculum in College of Vocations and Professions (Business Administration)

Freshman Year			
Fall	Hours	Winter	
Bus. Ad. 170	4	Eng. 102	3
Eng. 101	3	Geog. 211	5
Math. 106	4	Math. 107	4
Speech 101	4	Mus. 100 or Art 120	3
P. E.	1-2	P. E.	1-2
	<u>16-17</u>		<u>16-17</u>
Spring			
Bus. Ad. 102	3	Bus. Ad. 102	3
Eng. 103	3	Eng. 103	5
Govt. 101		Physics or	
		Chem. 101	4-5
P. E.	1-2	P. E.	1-2
			<u>16-18</u>
Sophomore Year			
Bus. Ad. 251	4	Bus. Ad. 252	4
Econ. 200	3	Econ. 201	3
Eng. 205	3	Eng. 209 or 212	3
Zool. or Bot. 101	5	Health Ed. 202	4
P. E. (Women)	1	P. E. (Women)	1
	<u>15-16</u>		
			<u>16-17</u>
Junior Year			
Bus. Ad. 371	4	Bus. Ad. 320	5
Bus. Ad. 330	5	Bus. Ad. 372	4
Econ. 307	4	Bus. Ad. 375	4
Econ. 315	4	Electives	4
	<u>17</u>		
			<u>17</u>
Senior Year			

During this year the student may elect to pursue the course in General Business, or he may choose to specialize in Accounting, Finance, or Merchandising. The particular subjects he will study will be determined in conference with the department chairman.

Students who have had shorthand or typewriting will be placed where their skill, as evidenced by a qualifying examination, indicates.

Suggested Curriculum in College of Vocations and Professions (Secretarial Training)

Freshman Year			
Fall	Hours	Winter	
Bus. Ad. 102	3	Bus. Ad. 103	3
Bus. Ad. 105	4	Bus. Ad. 106	4
Eng. 101	3	Eng. 102	3
Math. 106	4	Math. 107	4
P. E.	1-2	P. E.	1-2
	<u>15-16</u>		<u>15-16</u>
Spring			
Bus. Ad. 104	3	Bus. Ad. 104	3
Bus. Ad. 107	4	Bus. Ad. 170	4
Eng. 103	3	Eng. 103	3
P. E.	1-2	P. E.	1-2
			<u>15-16</u>

Sophomore Year

Fall	Hours	Winter	Hours	Spring	Hours
Bus. Ad. 271	4	Bus. Ad. 213	3	Bus. Ad. 216	3
Art 120 or Mus. 100	3	Eng. 205 or 211	3	Eng. 209 or 212	3
Chem. 101 or		Geog. 211	5	Govt. 101	5
Physics	4-5	Health Ed. 202	4	Hist. 202	5
Zoology or Bot. 101	5	P. E. (Women)	1	P. E. (Women)	1
P. E. (Women)	1				
	<hr/>		<hr/>		<hr/>
			15-16		16-17

Junior Year

Bus. Ad. 251	4	Bus. Ad. 252	4	Bus. Ad. 253	4
Bus. Ad. 371	4	Bus. Ad. 310	3	Bus. Ad. 311	3
Bus. Ad. 308	3	Bus. Ad. 372	4	Bus. Ad. 373	3
Econ. 200	3	Econ. 201	3	Econ. 202	3
Electives*	3	Electives*	3	Electives*	3
	<hr/> 17		<hr/> 17		<hr/> 16

Senior Year

Bus. Ad. 312	3	Bus. Ad. 320	5	Bus. Ad. 307	3
Bus. Ad. 330.....	5	Bus. Ad. 375	4	Bus. Ad. 309	3
Econ 307	4	Econ. 355	3	Bus. Ad. 334	4
Electives*	4	Electives*	4	Electives*	5
<hr/>	16	<hr/>	16	<hr/>	15

* Electives are chosen upon the advice of the department chairman. Suggested electives are Business 327, 333, and 370, and Economics 315.

Suggested General Business Education Curriculum

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Bus. Ad. 170	4	Bus. Ad. 103	3	Bus. Ad. 104	3
Bus. Ad. 102	3	Art 120 or Mus. 100	3	Govt. 101	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 106B	4	Math 107B	4	Physics or	
P. E.	1-2	P. E.	1-2	Chem. 101	4
	<hr/> 15-16		<hr/> 14-15		<hr/> 16-17

Sophomore Year

Bus. Ad. 213	3	Bus. Ad. 252	4	Bus. Ad. 253	4
Bus. Ad. 251	4	Geog. 211	5	Hist. 201 or 202	5
Guid. 205	4	Eng. 205, 211, or 206	3	Eng. 209 or 212	3
Bot. or Zool. 101	5	Health Ed. 202	4	Electives	3
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
<hr/> 16-17		<hr/> 16-17		<hr/> 15-16	

Junior Year

Bus. Ad. 302	2	Bus. Ad. 304	2	Bus. Ad. 271	4
Bus. Ad. 313	3	Bus. Ad. 314	3	Bus. Ad. 353	4
Bus. Ad. 351	4	Bus. Ad. 352	4	Econ. 202	3
Econ. 200	3	Econ. 201	3	Educ. 315	4
Eng. 391	3	Educ. 310	4		
	<hr/> 15		<hr/> 16		<hr/> 15

Senior Year

Bus. Ad. 330	5	Bus. Ad. 332	4	Bus. Ad. 373	4
Bus. Ad. 371	4	Bus. Ad. 337	4	Student Teaching	12
Educ. 331	4	Bus. Ad. 372	4		
Guid. 305 or 345	4	Electives	3		
	<hr/>		<hr/>		<hr/>
	17		15		16

Note on Electives: All electives are chosen upon recommendation of the adviser. Suggested electives may be chosen from the following areas in the field of business administration: Accounting, Finance, General Business, Merchandising; and Secretarial Training; and from the field of economics.

Suggested Secretarial Business Education Curriculum

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
Bus. Ad. 102	3	Bus. Ad. 103	3	Bus. Ad. 104	3
Bus. Ad. 105	4	Bus. Ad. 106	4	Bus. Ad. 107	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 106B	4	Math. 107B	4	Physics or Chem. 101	4
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<u>15-16</u>		<u>15-16</u>		<u>15-16</u>

Sophomore Year					
Fall	Hours	Winter	Hours	Spring	Hours
Bus. Ad. 170	4	Bus. Ad. 213	3	Bus. Ad. 216	4
Art 120 or Mus. 100	3	Eng. 205, 211, or 206	3	Eng. 209 or 212	3
Guid. 205	4	Geog. 211	5	Govt. 101, 231, or 300	5
Bot. or Zool. 101	5	Health Ed. 202	4	Hist. 201 or 202	5
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
	<u>16-17</u>		<u>15-16</u>		<u>17-18</u>

Junior Year					
Fall	Hours	Winter	Hours	Spring	Hours
Bus. Ad. 251	4	Bus. Ad. 252	4	Bus. Ad. 253	4
Bus. Ad. 302	2	Bus. Ad. 304	2	Bus. Ad. 303	2
Bus. Ad. 313	3	Bus. Ad. 314	3	Bus. Ad. 271	4
Econ. 200	3	Econ. 201	3	Econ. 202	3
Eng. 391	3	Educ. 310	4	Educ. 315	4
	<u>15</u>		<u>16</u>		<u>17</u>

Senior Year					
Fall	Hours	Winter	Hours	Spring	Hours
Bus. Ad. 330	5	Bus. Ad. 307	3	Bus. Ad. 308	4
Bus. Ad. 371	4	Bus. Ad. 372	4	Student Teaching	12
Educ. 331	4	Electives	9		
Guid. 305 or 345	4				<u>16</u>
	<u>17</u>		<u>16</u>		

Note on Electives: All electives are chosen upon recommendation of the adviser; suggested electives are Insurance 327, Retail Store Management 332, and Production Management 376, Economic and Business Statistics 307, Personnel Management 375, Business Law 373, Filing 311, Financial Management 320, Money and Banking 315.

Accounting*

251, 252, 253 (205, 206, 207). Elementary Accounting I, II, III. Study of principles and practices in handling simple transactions in books of original entry and books of accounts—trial balances, adjustments, and financial statements. Ogden. 4 hours. Fall, Winter, Spring.

351, 352, 353 (305, 306, 307). Advanced Accounting I, II, III. Study of accounting principles and procedures for the preparation of adequate financial statements. Special attention given covering depreciation, appraisals, investments, intangibles, installment sales, consignments, branch accounts, compound interest in relation to accounting for sinking funds, annuities, leaseholds, and bonds. Preparation and use of special statements, application of funds, statement of affairs, and consolidated statements. Prerequisite, Business Administration 253. 4 hours each. Fall, Winter, Spring.

354a (338). Cost Accounting. Departmental, job order, and process cost. Accumulation of material and labor costs; factory overhead and its allocation; cost reports to executives—their preparation and use. Prerequisite, Business Administration 253. 5 hours. Fall.

* The student will purchase the laboratory manuals used in the various courses in accounting, and also the text used in Accounting 357.

- 354b. **Advanced Cost Accounting.** Study of standard costs and distribution costs. Special problems in cost accounting, including joint product, by-product, and capacity costs. Prerequisite, Business Administration 354a. 4 hours. Winter.
355. **Governmental Accounting.** Budgeting and operating fund accounts, with emphasis on accounting control as a means of improving administration of public enterprises. Prerequisite, Business Administration 253. 3 hours. Spring.
- 356 (340). **Auditing.** Procedures and practices of public accountants in verifying accounts and supplementary data; training in preparation and analysis of reports. Laboratory method used. Prerequisite, Business Administration 353. 5 hours. Spring.
- 357a (345, 445). **Tax Accounting.** Study of accounting principles and procedures for meeting requirements of current laws and regulations which relate to federal income tax and social security taxes. Laboratory problems and preparation of tax reports. Prerequisite, Business Administration 353. 4 hours. Fall.
- 357b. **Problems in Federal Taxation.** Continuation of 357a, with problem material in income, estates, and gift taxes as they affect individuals and various forms of business organization. Prerequisite, Business Administration 357a. 4 hours. Winter.
358. **Accounting Systems.** Problems in system design and installation. Practice in system design. Prerequisite, 18 hours in accounting. 4 hours. Spring.
359. **Income Taxes for Individuals.** Federal income tax law as applied to individuals. 0-3 hours. Winter.

Finance

320. **Financial Management.** Financial structure in industry, sources of capital, regulation of securities by stock exchanges and the Security and Exchange Commission; dividend and other financial policies. Interpreting corporation reports and evaluating securities through the analysis of financial statements. Prerequisites, Business Administration 253, Economics 202. Scott. 5 hours. Winter.
323. **Investments.** Survey of the problems and procedures of investment management; types of investment risks; security analysis; investment problems of the individual as well as of the corporation. Prerequisite, Business Administration 320. 4 hours. Spring.
- 327 (365). **Insurance.** Underlying principles and functions of insurance in the economic life of the individual and of business. Prerequisites, Economics 202 or 206, Business Administration 353. 4 hours. Fall.
328. **Real Estate.** Purchasing, financing, owning, developing, improving, assessing, maintaining, zoning, subdividing, conveying, managing, operating a real estate business, and the influence of recent court decisions on real estate. Maverick. 4 hours. Winter.

General Business

170. **Introduction to Business Administration.** A survey of business, intended to give to the student a general knowledge of the modern business world, a better basis for choosing his specialty, and certain information not covered in the various specialized courses offered. 4 hours. Fall, Winter, Spring.

- 271 (221). Business English.** Practice in writing typical kinds of business correspondence. Prerequisite, English 103. 4 hours. Fall, Winter, Spring.
- 370 (321). Production Management.** Plant location, design, and construction; internal organization for operations; production control, stores control, routing of materials, job analysis, and time study; wage systems; subdivision of executive responsibilities and duties; methods of co-ordination and planning. Prerequisite, Economics 202 or 205. Rehn. 5 hours. Spring.
- 371, 372, 373 (210, 211, 212). Business Law, I, II, III.** Legal problems in normal business relations, including the law of contracts, agency, sales, bailments, negotiable instruments, insurance, private property, and business organizations. Scott. 4 hours each. Fall, Winter, Spring.
- 374 (322). Time and Motion Study.** Principles and methods for simplifying work and establishing sound time-allowances for performance. Rehn. 2 hours.
- 375 (465). Personnel Management.** Relation of the human element to production; the art of securing understanding and cooperation; employee organizations and outside activities; work of the personnel department; wage standards and working conditions. Prerequisite, Economics 202. Morrison. 4 hours. Winter.
- 471. Business Organization and Management.** A study of business organization, management theory, and practice. Rehn. 4 hours. Spring.
- 472. Small Business.** This course a study of the position of small business in our national economy, including the organization, financing, location, personnel policies, merchandising practices, records, government regulations, and taxes. Scott. 5 hours. Spring.
- 475. Budgeting and System.** Budgeting and systems as aids in coordinating and directing business operation. Prerequisites, Business Administration 253 and 320. Rehn. 4 hours.
- 479 (499). Problems in Business and Economics.** Application of economic theory to practical business problems. Open to majors in business administration or economics, who have senior standing. Rehn. 4 hours.

Merchandising

- 330 (336). Marketing Principles and Practices.** A general survey course designed to acquaint the student with the entire field of marketing. Consideration given to the economic principles underlying marketing activities; historical development of distributive systems, channels, agents, institutions, functions, policies and principles. *This course a prerequisite for all other courses in marketing and merchandising.* Prerequisite, Economics 202. 5 hours. Fall.
- 331 (325). Transportation.** Evolution of American transportation systems, and of the current problems of transportation facilities in connection with governmental control and regulation. Prerequisite, Economics 202. Morrison. 4 hours. Fall.
- 332 (360). Retail Store Management.** History of retailing, the functions of the retailer, and of the factors in the efficient operation of retail establishments. Problems of managing a retail store, and of the control and measurement of efficiency. Prerequisite, Business Administration 330. 4 hours. Winter.
- 333. Principles of Advertising.** Advertising fundamentals in relation to modern business activities; fields of advertising; advertising media, campaigns, and systems. Prerequisite, Business Administration 330. 4 hours. Spring.

334. **Credits and Collections.** Organization and operation of the credit department, including the sources and analysis of credit information, collection methods, and correspondence. Retail credit management emphasized. Prerequisite, Business Administration 330. 4 hours. Spring.
337. **Principles of Salesmanship.** History, scope, and importance of selling in modern business; the sales department; the salesman's part in the selling process. Prerequisite, Business Administration 330. 4 hours. Winter.

Secretarial Training

Appropriate placement tests are required of all students who wish to take typewriting or shorthand for credit. It is the responsibility of students to watch the schedules of these examinations and to qualify through them, for placement, before registering for credit in these courses.

- 102, 103, 104. **Typewriting I, II, III.** Development of touch typewriting skill in straight copy at a speed satisfactory to the instructor; acquisition of related technical information. Development of techniques incidental to business letter writing, stencil cutting, tabulation, rough draft, manuscripts, and legal forms. A minimum speed requirement of 45 net words required in Typewriting III. Buboltz, DuFrain, 3 hours each. Fall, Winter, Spring.
- 105, 106, 107. **Shorthand I, II, III.** Development of skill in writing Gregg shorthand at the average rate of 100 words per minute, with minor emphasis on theory and the development of an extensive vocabulary. Upon completion of Business Administration 107, credit for shorthand applied toward graduation in the College of Vocations and Professions, and with business majors in the College of Education. Buboltz, DuFrain. 4 hours each. Fall, Winter, Spring.
113. **Typewriting-Duplicating.** Review of fundamental skills in typewriting. Development of techniques related to the duplicating process, including the preparation of master copies for stencil, gelatin, and direct-process duplicating machines, with emphasis on the operation and care of the machines. This course open to Kindergarten-Primary majors only. Prerequisite, Business Administration 102 or the ability to type at the rate of 25 net words a minute or more. 3 hours.
213. **Typewriting IV.** A continuation of Typewriting III. Prerequisite, Business Administration 104, or 1½-2 units in high school. Buboltz, DuFrain. 3 hours. Winter.
216. **Shorthand IV.** A continuation of Shorthand III. Prerequisite, Business Administration 107, or 1½-2 units in high school. Buboltz, DuFrain. 4 hours. Spring.
302. **The Teaching of Typewriting.** A study of methods, materials, tests, programs, and other aspects of the teaching of typewriting in high schools. Prerequisite, Business Administration 213 or equivalent. 2 hours. Fall.
303. **The Teaching of Shorthand.** A study of methods, materials, tests, programs, and other aspects of the teaching of shorthand in high schools. Prerequisite, Business Administration 216 or equivalent. 2 hours. Spring.
304. **The Teaching of Basic Business Subjects.** A study of methods, materials, tests, programs, and other aspects of the teaching of high school business subjects other than shorthand or typewriting. Prerequisite, permission of instructor. 2 hours. Winter.

- 307. Secretarial Practice.** A finishing course for secretaries. Content of the course covering topics that will help the stenographer advance to the rank of private secretary—such topics as the beginning secretary, personality and office relationships, and business reports. Prerequisite, Business Administration 213 and 216 or their equivalents. Buboltz, DuFrain. 3 hours. Spring.
- 308 (314). Transcription.** An integration of shorthand, typewriting, and English. Prerequisite, permission of instructor. 4 hours. Fall.
- 309. Advanced Transcription.** Continuation of 308. 4 hours. Spring.
- 311. Office Filing and Classification.** Modern filing systems and equipment, with intensive practice in applying indexing rules and in filing correspondence. Emphasis upon classification principles and practices. Four class periods per week and five additional practice periods. Prerequisite, Business Administration 104. DuFrain. 3 hours. Spring.
- 312. Office Management.** Application of the principles of management to the office problems, with the purpose of giving the secretary an understanding of office work from the management viewpoint. Prerequisite, permission of instructor. DuFrain. 3 hours. Fall.
- 313, 314. Office Machines I, II.** Modern office machines, with intensive practice on typical calculating, voice-writing, and duplicating machines. Emphasis on theory and practice of mathematical operations and short-cuts. Four class periods a week and five additional practice periods. Prerequisite, ability to type, or permission of instructor. 3 hours each. Fall and Winter.
- 401. Problems of Business Education.** A survey of the fundamentals of business education with particular reference to the history and status of business education and the problems related to the business curriculum, objectives, types of learning, instructional materials, and measurement and standards of achievement. Prerequisite, permission of instructor. 4 hours. DuFrain.
- 402. Review of Research in Business Education.** A study of business education based on the findings of research in the field. Attention given to the problems studied, the investigational procedures used, and the major findings and conclusions of the outstanding research workers in business education. Prerequisite, permission of instructor. 4 hours. Rahe.

Economics

Professor Lewis A. Maverick, Ed.D., Ph.D., Chairman
 Associate Professor Edward V. Miles, Jr., A.M.
 Assistant Professor Vernon G. Morrison, M.A.
 Instructor Milton T. Edelman, M.B.A.
 Instructor Iris B. Kohler, M.S

A student in any of the three undergraduate colleges may elect economics as his major subject. According to his college, the student will be a candidate for one of the following degrees:

1. Bachelor of Science in Education.
2. Bachelor of Arts, College of Liberal Arts and Sciences.
3. Bachelor of Science, College of Vocations and Professions.

In the College of Education, the student may elect, instead of a major subject or department, the major field of the social studies; or he may elect the minor field of Latin-American relations. The Department of Economics offers courses toward these two fields.

Suggested Curriculum in College of Vocations and Professions

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
Math. 111	5	Math. 112	4	Math. 113	5
Geog. 100	5	Eng. 101	3	Eng. 102	3
Zool. or Bot.	5	Music or Art	3	Soc. 101	5
P. E.	1-2	Physics or Chem.	4	P. E.	1-2
	<u>16-17</u>	P. E.	<u>1-2</u>	Electives	<u>2</u>
			<u>15-16</u>		<u>16-17</u>

Sophomore Year					
Econ. 200	3	Econ. 201	3	Econ. 202	3
Bus. Ad. 251	3	Bus. Ad. 252	3	Bus. Ad. 253	3
Eng. 103	3	Eng. 205, 209, 206, 211, or 212	3	Guid. 205	4
Hist. 201 or 202	5	Geog. 211	5	Health Ed. 202	4
P. E. (Women)	1	P. E. (Women)	1	P. E. (Women)	1
Electives	2	Electives	2	Electives	2
	<u>16-17</u>		<u>16-17</u>		<u>16-17</u>

Junior Year					
Econ. 307	4	Econ. 317	3	Econ. 318	3
Econ. 315	4	Govt. 231	5	Econ. 310	4
Eng. 205, 206, 209, 211, or 212	3	Philos. 310	3	Electives	<u>8-9</u>
Math. 251	4	Electives	6		<u>15-16</u>
	<u>15</u>		<u>17</u>		

Senior Year					
Econ. 330	3	Econ., two 400 courses	7	Econ. 328	4
Econ. 440	3	Electives	9	Econ., a 400 course	3
Bus. Ad. 330	5		<u>16</u>	Electives	9
Electives	5				<u>16</u>
	<u>16</u>				

In the senior year the student may give emphasis to economic theory, 416, 440, 450, 451, 470, and 481; or to applications, public finance, public utilities, labor, finance, transportation, personnel management.

For students enrolled in the College of Liberal Arts and Sciences, candidates for the degree Bachelor of Arts, the above curriculum will serve as a general guide. The requirement is 42 quarter hours. Required courses are Economics 200, 201, 202, 310, 315, 317, 318, 440, 450, 481, and a course in statistics, to be taken either in this department or in mathematics; also required, Business Administration 251 and 252. The foreign language requirement of the college must be met.

For students enrolled in the College of Education, candidates for the degree Bachelor of Science in Education, the above curriculum will serve as a general guide. The first of three elections in this college is the major in economics with two minors, in which 36 quarter hours must be completed in the major subject. Required courses are Economics 200, 201, 202, 310, 315, 317, 355, 440, either 450 or 481; a course in statistics; and Business Administration 251 and 252. For the major in economics with a single minor, 48 quarter hours must be completed in the major subject. The requirements include the courses just listed, plus Economics 318, both 450 and 481, and Business Administration 253. For the third election, see next paragraph.

When the student elects economics as his minor subject (24 quarter hours, in any college), and also when he offers social studies as his major "field" (The requirements in economics in that field are not heavy), the required courses are Economics 200, 201, 202, 310, 315, and 317, and either one term of accounting, or a course in statistics; a student enrolled in the College of Education is required to take Economics 355. If he offers Latin-American relations as a minor field, Economics 328 and Business Administration 330 are recommended.

In graduate instruction, the department participates in the major in social studies toward the degree Master of Science in Education; and also offers a minor toward the degree Master of Arts.

- 200, 201, 202. Economic Principles and Problems.** The economic system, markets, production, business and industry, labor relations, taxation, money, credit, value, price, distribution, the cycle, comparative systems.

This sequence of courses is designed for students planning to major in economics, business administration, or one of the social sciences; it is open to others who wish more than the minimum survey that is offered in 205. This year-course prerequisite to all upper division courses, except as noted in course descriptions. 200 and 201 (6 hours) or 205 (5 hours), satisfies the general social science requirement for the degree. 3 hours each. Begins in Fall.

- 205. Survey of Economic Principles.** General features of the economic system, markets, production, business, industry, labor relations, taxation, money, credit, value, distribution. Designed for the general student, not majoring in economics or business administration. 205 (5 hours) or 200 and 201 (6 hours) satisfy the general social science requirement for the degree. 5 hours. Each term.
- 307. Economic and Business Statistics I.** Collection of data, questionnaires and polls, tables, graphs, averages, dispersion, correlation, index numbers, time series, trends, and cycles; applications to business and social fields. Maverick. 3 hours lecture and 2 hours laboratory, 4 credit hours. Fall, Spring.
- 308. Statistics II. Applied Statistics.** A review of introductory statistics; normal and skewed distribution curves, multiple and partial correlation, index numbers, time series, public opinion and marketing surveys, quality control of industrial product. Prerequisites, Economics 307 and Mathematics 113. Maverick. 3 hours lecture and 2 hours laboratory. 4 credit hours. Winter.
- 310. Labor Problems.** Wages, hours, insecurity, industrial conflict, the sub-standard worker; attempts at solution of these problems: labor organizations and the activities of the government. Prerequisite, Economics 201 or 205, Sociology 101. Edelman. 4 hours. Fall and Spring.
- 315. Money and Banking I.** The principles of money and banking; the development of money and banking systems; credit, prices, recent legislation in the United States. Prerequisite, Economics 202, Business Administration 252. Scott. 4 hours. Fall.
- 317. Economic History of the United States I.** Historical study of economic aspects of the colonial movement, the westward movement, and industrialization; historical study of the economic problems of agriculture, transportation, banking, manufacturing, and labor. Prerequisite, Economics 201 or 205, History 201 or 202; recommended, Geography 319. 3 hours.
- 318. Economic History of the United States II.** The recent period; developments since 1890; the United States as a world power. Prerequisite, Economics 317. 3 hours.
- 328. International Economics.** International relations, against a background of history and economic theory; current facts about the world's population, resources, industry and commerce; the position of the United States in the world economy. Recommended, Geography 210, Business Administration 330. Morrison. 4 hours. Winter.

- 330, 331, 332. Public Finance—National 330, State and Local 331, Fiscal Policy 332.** Government revenue, disbursal, debt and fiscal administration; principles and institutions, the entry of the government into sundry fields of finance; effects of fiscal actions upon the economy; comparisons with other nations. Prerequisite, Economics 315, Recommended, Economics 470, Business Administration 320 and 355. Morrison. 3 hours each. Begins in Fall.
- 333. Economic Problems of Southern Illinois.** A study of the economic assets of this region and of their potential uses. Prerequisite, Economics 202; recommended, 360. 3 hours.
- 340. Public Utility Economics.** Local and regional development of public utilities under private and public ownership; valuation and rate-making; regulation and control; public policy. Prerequisites, Economics 202, Business Administration 253; recommended, Business Administration 355. 3 hours.
- 355. The Economics of Consumption.** The consumer as a center of attention in the economic system; consumers' choices; advertising and sales efforts; personal finance. Prerequisite, Economics 201 or 205. Kohler. 3 hours. Winter.
- 360. Regional Economy.** Natural economic regions, the objectives, and results of private and public economic projects of regional scope, in the United States and abroad; impact of governmental and less formal collective action on the regional economy; organization of statistics by regions; collection, presentation, and use of regional economic and other data. Prerequisites, Economics 202 and Government 101. Recommended, Geography 210 or 211. Morrison. 3 hours. Spring.
- 411. Labor Organizations.** Development of unionism in the United States; theories of the labor movement; structure and administration of labor unions; union policies with respect to hiring, control of job opportunities, seniority, wages and hours—and their economic effects; union policies on collective bargaining, the strike, and union-management cooperation. Prerequisite, Economics 310. 4 hours. Winter.
- 416. Money and Banking II.** Emphasis upon the Federal Reserve and other banking systems. Prerequisite, Economics 315. Scott. 4 hours. Winter.
- 440. Value and Distribution.** Perfect competition and monopolistic competition. This course required of economics majors. Prerequisite, Economics 202; recommended, 315. Maverick. 3 hours. Fall.
- 450. History of Economic Thought.** Great economists, and the development of economic theory. Maverick. 3 hours. Winter.
- 451. Economic Theories.** A study of the theories of leading recent economists. Maverick. 3 hours. Winter.
- 470. Business Cycles.** Major business fluctuations in the United States; price changes, employment, production, credit, inflation and deflation, and government action during cycles. Prerequisite, Economics 315 or 440. Maverick. 3 hours. Spring.
- 481. Comparative Economic Systems.** Capitalism, socialism, fascism, and other forms of the economy. Prerequisite, Economics 201 or 205. Maverick. 3 hours. Fall.
- 500. Economic Seminar.** An investigation of the writings of John Maynard Keynes. 3-5 hours.
- 501. Contemporary Books and Periodicals in Economics.** Maverick. 3-5 hours.

Home Economics

Professor Eileen Elliott Quigley, Ed.D., Chairman
 Professor Lucy K. Woody, M.A. (Emerita)
 Assistant Professor Gladys W. Babcock, M.S. (On Leave)
 Assistant Professor Mary Louise Barnes, M.S.
 Assistant Professor Lillian B. Knudson, M.S.
 Instructor Anne Gibson Buis, M.S.
 Instructor Marjorie Savage, M.S.
 Instructor Mary Cleta Scholtes, M.S.
 Instructor Gladys B. Tucker, M.S.
 Instructor Caroline E. Van Mason, M.B.A.

The purposes of the curricula in the Department of Home Economics are to offer a general cultural program based on the needs of students enrolled in home economics, to educate young women for homemaking, and to provide the means for economic independence in professions and vocations related to the activities of the home.

The Home Economics Department offers the following curricula leading to the following degrees:

Bachelor of Science in Education, for students in the College of Education.

Bachelor of Science, for students in the College of Vocations and Professions who major in any of the following fields:

1. Dietetics.
2. Home Economics Extension—(Home Adviser).
3. Home Economics in Business.
4. Homemaking.
5. Institutional Management.

Minors

Those receiving a Bachelor of Science Degree with a major in home economics in the College of Vocations and Professions are not required to have a minor.

Those receiving a Bachelor of Science in Education Degree with a major in home economics in the College of Education are required to have one minor of at least 24 hours in another academic department. This minor must be approved by an adviser in the Home Economics Department and by an adviser in the field of the minor. Recommended minors for home economics majors are business, English, chemistry, physical education, art, speech, and health education.

A Minor in Home Economics

Students who have majors in other areas but who desire a minor in home economics for cultural or practical values must fulfill the following requirements:

- (1) They must take 24 hours divided among the fields of foods, clothing, house, and family life. The division need not be equal unless the student plans a teaching minor. In that case, too, she should take the special methods course in Home Economics (309), and do one term of student teaching in home economics.
- (2) Unless excused for a very good reason, students minoring in home economics, should live in the Home Management House, taking the course 333 for 4 of the required hours for the minor.
- (3) Selections should be made from the following courses: 127, 135, 205, 206, 227, 237, 320, 324, 326, 330, 331, 335, 336, 338, 341, 360.

Suggested Curriculum in College of Education

This program is planned to meet the needs of students desiring to teach home economics in school departments maintained according to the provisions of the federal vocational acts. A Vocational Home Economics Certificate requires a bachelor's degree in home economics from an institution and in a curriculum approved for teacher training by the Vocational Division of the United States Office of Education and by the State Board for Vocational Education. Southern Illinois University is so approved for training teachers of home economics.

		Freshman Year			
Fall	Hours	Winter	Hours	Spring	
Eng. 101	3	Eng. 102	3	Eng. 103	3
H. Ec. 111	2	H. Ec. 206	4	Art 115	4
H. Ec. 127	4	H. Ec. 237	3	Bot. or Zool. 101	5
H. Ec. 205	4	Soc. 101	5	Physics, Household	4
H. Ec. 227	3	P. E.	1	P. E.	1
P. E.	1				
	<hr/>		16		<hr/>
	17				17

		Sophomore Year			
Fall	Hours	Winter	Hours	Spring	
Chem. 109	5	Chem. 249	5	Chem. 259	5
Eng. 205 or 209	3	Eng. 211 or 212	3	Econ. 205	5
Guid. 205	4	Hist. 201	5	Govt. 101	5
Speech 101	4	H. Ec. 135	3	P. E.	1
P. E.	1	P. E.	1		
	<hr/>		17		<hr/>
	17				16

		Junior Year			
Fall	Hours	Winter	Hours	Spring	
H. Ec. 308	4	H. Ec. 320	4	H. Ec. 309	4
H. Ec. 331	3	H. Ec. 321	3	H. Ec. 324	5
Guid. 345	4	Educ. 315	4	H. Ec. 330	3
Health Ed. 202	4	Eng. 300 or 391	3	H. Ec. 335	4
	<hr/>		4		
	15		<hr/>		16

		Senior Year			
Fall	Hours	Winter	Hours	Spring	
H. Ec. 332	4	H. Ec. 341	4	H. Ec. 326	4
Student Teaching		H. Ec. 360	4	Educ. 331	4
U. H. S.	4	Educ. 310	4	Electives	8
off Campus	8	Electives	4		
	<hr/>		4		
	16		<hr/>		16

Suggested Curriculum in College of Vocations and Professions

Provision for Specialization in Homemaking, Extension, and Home Economics in Business

(These three curricula have the same program for the first two years.)

		Freshman Year			
Fall	Hours	Winter	Hours	Spring	
H. Ec. 111	2	H. Ec. 206	4	Art 115	4
H. Ec. 127	4	H. Ec. 237	3	Eng. 103	3
H. Ec. 205	4	Eng. 102	3	Bot. or Zool. 101	5*
H. Ec. 227	3	Soc. 101	5	Physics, Household	4
Eng. 101	3	P. E.	1	P. E.	1
P. E.	1				
	<hr/>		16		<hr/>
	17				17

		Sophomore Year			
Fall	Hours	Winter	Hours	Spring	
Chem. 109	5	Chem. 249	5	Guid. 205	4
Eng. 205 or 209	3	Eng. 211 or 212	3	Econ. 205	5
Govt. 101 or Hist. 201	5	Hist. 201 or Geog. 100	5	Mus. 100	3
Health Ed. 202	4	H. Ec. 135	3	Speech 101	4**
P. E.	1	P. E.	1	P. E.	1
	<hr/>		17		<hr/>
	18				17

* Botany recommended for those taking the Business Curriculum B.

** Those taking the Homemaking Curriculum take Art 120.

Provisions for Specialization in Homemaking

The curriculum in homemaking is planned to develop an appreciation and an understanding of the activities and relationships in the home, and to equip women for efficient and successful management of a home. It is planned especially to meet the needs of those students preparing for the profession of homemaking.

(For curriculum for first two years see page 187.)

		Junior Year			
Fall	Hours	Winter	Hours	Spring	
H. Ec. 331	3	H. Ec. 320	4	H. Ec. 324	5
Health Ed. 210	4	H. Ec. 360	4	H. Ec. 330	3
Crafts*	3	Guid. 345	4	H. Ec. 335	4
Electives	6	Electives	4	Electives	4
	<u>16</u>		<u>16</u>		<u>16</u>

		Senior Year			
Fall	Hours	Winter	Hours	Spring	
H. Ec. 332	4	H. Ec. 341	4	H. Ec. 326	4
Electives	12	Electives	12	Electives	12
	<u>16</u>		<u>16</u>		<u>16</u>

Recommended Electives

Philosophy 316, Ethics	4
H. Ec. 356, Experimental Cookery	4
H. Ec. 362, Tailoring	4
Crafts (As listed)	4

* To be selected from Art Needlework, Weaving, Art Metal, Pottery, Furniture Re-upholstering and Re-finishing.

Provisions for Specialization in Extension (Home Adviser)

This program is designed for those who wish to become county Home Advisers or Home Demonstration workers.

(For curriculum for first two years see page 187.)

		Junior Year			
Fall	Hours	Winter	Hours	Spring	
H. Ec. 331	3	H. Ec. 320	4	H. Ec. 324	5
H. Ec. 370	5	H. Ec. 321	3	H. Ec. 330	3
Health Ed. 210	4	Educ. 331	4	H. Ec. 335	4
I. Ed. 216	4	Electives	5	Electives	4
	<u>16</u>		<u>16</u>		<u>16</u>

		Senior Year			
Fall	Hours	Winter	Hours	Spring	
H. Ec. 332	4	H. Ec. 341	4	H. Ec. 326	4
H. Ec. 371	6	H. Ec. 360	4	Electives	12
Electives	6	Electives	8		<u>16</u>
	<u>16</u>		<u>16</u>		<u>16</u>

Recommended Electives

Crafts. Selected from Art Needlework, Weaving, Art Metal, Pottery, Furniture Re-upholstering and Re-finishing.

Recreational Subjects. Selected from Women's Physical Education: 207, American Square Dance and Mixers; 347, Camp and Community Leadership; 375, Recreational Sports.

Music 307. Recreational Music and Singing Games.

Provisions for Specialization in Home Economics in Business

A. This program should be elected by those who wish to enter the business field as home service representatives for utility companies; as demonstrators for manufacturers; and as distributors for such articles as household equipment and foods.

(For curriculum for first two years see page 187.)

Fall	Junior Year			Spring	
	Hours	Winter	Hours		
Bus. Ad. 330	5	Bus. Ad. 337	4	Bus. Ad. 333	4
H. Ec. 356	4	H. Ec. 320	4	H. Ec. 324	5
Journ. 200	4	H. Ec. 321	3	H. Ec. 335	4
Speech 107	4	Journ. 303	4	Electives	3
	<hr/> 17		<hr/> 15		<hr/> 16

Senior Year			
H. Ec. 331	3	H. Ec. 341	4
H. Ec. 332	4	H. Ec. 371	6
H. Ec. 352	4	Electives	6
Electives	6		
	<hr/> 17		<hr/> 16

B. This program should be elected by those who wish to enter the business field as educational representatives for textile manufacturing companies, as designers or stylists for clothing or pattern manufacturers, as interior decorators, as editors on fashion magazines, and as department store personnel.

(For curriculum for first two years see page 187.)

Fall	Junior Year			Spring	
	Hours	Winter	Hours		
H. Ec. 331	3	H. Ec. 320	4	H. Ec. 324	5
Bus. Ad. 251	4	H. Ec. 341	4	H. Ec. 330	3
Bus. Ad. 330	5	Bus. Ad. 337	4	H. Ec. 335	4
Journ. 200	4	Electives	4	Electives	4
	<hr/> 16		<hr/> 16		<hr/> 16

Senior Year			
H. Ec. 322	3	H. Ec. 339	3
H. Ec. 329	3	H. Ec. 360	4
H. Ec. 332	4	Bus. Ad. 332	4
H. Ec. 371	6	*Journ. 303	3
	<hr/> 16	Electives	2
			<hr/> 16

Recommended Electives

- Art 105, 135, 385
- Business Administration 271, 370, 375
- Home Economics 338, 361, 362, 390
- Industrial Education 120, 121, 216
- Journalism 306

* May substitute Bus. Ad. 333, 4 hours.

Dietetics

This curriculum is planned to give a strong technical education to those interested in becoming dietitians in hospitals, college dormitories, industrial plants, health clinics, laboratories or public health and welfare organizations. This curriculum meets the requirements of the American Dietetics Association.

		Freshman Year			
	Fall Hours	Winter Hours		Spring Hours	
H. Ec. 205	4	H. Ec. 206	4	H. Ec. 251	3
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. 111	5	Chem. 112	5	Zool. 101	5
Art 120 or Mus. 100 ..	3	Soc. 101	5	P. E.	1
P. E.	1	P. E.	1	Electives	4
	<u>16</u>		<u>18</u>		<u>16</u>
Sophomore Year					
Eng. 205 or 209	3	Eng. 211 or 212	3	Guid. 205	4
Govt. 101	5	Hist. 201	5	Econ. 205	5
Chem. 305	4	Chem. 306	4	Physics, Household	4
Physiol. 209	4	Health Ed. 202	4	P. E.	1
P. E.	1	P. E.	1	Electives	3
	<u>17</u>		<u>17</u>		<u>17</u>
Junior Year					
H. Ec. 356	4	H. Ec. 320	4	H. Ec. 335	4
H. Ec. 352	4	Chem. 452	4	Guid. 305	4
Chem. 451	4	Health Ed. 210	4	Electives	8
Electives	4	H. Ec. 350	3		
	<u>16</u>		<u>15</u>		<u>16</u>
Senior Year					
H. Ec. 331	4	H. Ec. 340	4	H. Ec. 333	4
Micro. 301	6	Electives	12	H. Ec. 351	4
Electives	6		<u>16</u>	H. Ec. 359	4
	<u>16</u>			Electives	4
					<u>16</u>

Recommended Electives

- H. Ec. 355
Bus. Ad. 251
Physiology 316

Suggested Curriculum in Home Economics in Institution Management

This curriculum is planned to prepare students for managerial positions in institutional services. Graduates are prepared to fill positions as food service managers for residence halls, restaurants, hotels, tea rooms, school lunch rooms, and industrial or commercial cafeterias. This curriculum meets the requirements of the National Restaurant Association.

		Freshman Year			
	Fall Hours	Winter Hours		Spring Hours	
H. Ec. 205	4	Bus. Ad. 102	3	H. Ec. 251	3
Chem. 109	5	Chem. 249	5	Chem. 259	5
Eng. 101	3	Eng. 102	3	Eng. 103	3
Art 120	3	Soc. 101	5	Zool. 101	5
P. E.	1	P. E.	1	P. E.	1
	<u>16</u>		<u>17</u>		<u>17</u>
Sophomore Year					
Eng. 205 or 206	3	Eng. 211 or 212	3	Guid. 205	4
Govt. 101	5	Hist. 201	5	Econ. 205	5
Physiol. 209	4	Health Ed. 202	4	Physics, Household	4
Bus. Ad. 251	3	H. Ec. 206	4	Bus. Ad. 271	3
P. E.	1	P. E.	1	P. E.	1
	<u>16</u>		<u>17</u>		<u>17</u>
Junior Year					
H. Ec. 331	3	H. Ec. 320	4	H. Ec. 335	4
H. Ec. 352	4	H. Ec. 350	4	H. Ec. 351	4
H. Ec. 356	4	Bus. Ad. 375	4	Electives	8
Bus. Ad. 371	4	Electives	4		
	<u>15</u>		<u>16</u>		<u>16</u>

Senior Year					
Fall	Hours	Winter	Hours	Spring	Hours
H. Ec. 308	4	H. Ec. 340	4	H. Ec. 309	4
Micro. 301	6	H. Ec. 341	4	H. Ec. 332	4
Electives	6	H. Ec. 353	4	H. Ec. 371	6
—	16	Electives	4	Electives	2
			16		16

Recommended Electives

H. Ec. 135
 H. Ec. 324
 Speech 101
 Art 120

- 104. Food and Nutrition.** A course for nursing students. The fundamental principles of human nutrition as applied to the promotion and maintenance of health and efficiency in adults and children. Study of the selection and preparation of food; factors of cookery; analyses of standard products; especially adapted to cooking for the sick and convalescent. Prerequisite, Chemistry 104. 3 hours. Winter.
- 111. Home Economics Orientation.** Surveying professional opportunities in home economics; planning for the development of personal and professional proficiencies. 2 hours. Fall.
- 127. Clothing Selection and Construction.** Fundamentals of clothing construction. The use of commercial patterns in construction of basic garments. 4 hours. Fall.
- 128. Clothing Construction.** A course offering opportunity to discuss, observe demonstrations of, and practice the Bishop short-cut method. 0-4 hours. Offered on demand.
- 129. Fashion Millinery.** A study of the fundamentals of millinery. Experience in millinery construction given as well as discussion and observation of demonstrations. 2 hours. Offered on demand.
- 135. Textiles.** A study of fibers, yarns, weaves, and finishes as aids to developing skill in selection and care of fabrics for clothing and house. Prerequisites, Chemistry 109. 3 hours. Winter.
- 140. Art in the Home.** Instruction concentrated chiefly on decorative processes. Special help given in color and design. 2 hours. Offered on demand.
- 141. Art in the Home.** A continuation of Home Economics 140. This phase especially valuable for teachers, and largely concerned with new techniques. Experiences adapted to the needs of the class. 2 hours. Offered on demand.
- 205. Food and Cookery.** Production, marketing, preparation, and food values of foods rich in carbohydrates and fat. 4 hours. Fall and Winter.
- 206. Food and Cookery.** Production, marketing, preparation, and food values of meat and other protein foods. Unit on baking also included. 4 hours. Fall and Winter.
- 216. Upholstering.** Instruction given in the use of tools, materials, and fundamental processes of upholstering furniture. Course designed for those interested in the subject from an avocational or educational viewpoint. 4 hours. Offered on demand.
- 225. Survey Course in Home Economics.** A course planned especially for majors in elementary education. Units of work in nutrition, school lunches, family and social relationships, textiles, and clothing. 4 hours. Offered on demand.

227. **Marriage and Family Relationships.** A study of factors to be considered in selecting a mate. Consideration of adjustments to be made within modern family groups. 3 hours. Fall. (Offered other quarters on demand.)
237. **Child Care and Training.** A study of the physical, mental, social, and emotional development of the child, and some practical aspects of his care and training. Prerequisite, Education 205. 3 hours. Winter.
251. **Clothing Selection and Care.** Discussion of suitability of clothes as to color, line, and interest. Expenditures for the clothing and care of it (in service and in storage) considered as factors in choice and conservation. 3 hours. Offered on demand.
300. **Home Economics for Men.** Units dealing with food selection, serving, and table practice; economics of the home; grooming, clothing selection, and home furnishings; consideration of personality evaluation. 3 hours. Offered on demand.
308. **Philosophy of Vocational Homemaking Education.** A study of the history and development of vocational education. Trends in homemaking education. Consideration of responsibilities of the homemaking teacher, and development of units of work for a homemaking course in high school. Prerequisite, Education 205. 4 hours. Fall.
309. **Methods of Teaching.** A study of the techniques effectively used in teaching vocational homemaking and in educating for family life. Development of teaching aids. Prerequisite, Home Economics 308, or permission of the instructor. 4 hours. Winter.
310. **Adult Education in Home Economics.** Philosophy of adult education, promotion and organization of groups, development of materials, and discussion of effective teaching techniques. Prerequisites, Home Economics 308, 309, or permission of the instructor. 2 hours. Offered on demand.
311. **Fundamental Principles of Evaluation.** Selection and construction of evaluation devices for use in homemaking education. Prerequisite, senior standing. 3 hours. Offered on demand.
316. **Food Preservation.** A study of the newer methods in the canning, preserving, and freezing of foods for home use. Prerequisites, Home Economics 205, 206, or permission of the instructor. 4 hours. Offered on demand.
320. **Nutrition and Dietetics.** A study of the needs of the body for energy, growth, and regulation. Planning of dietaries for people of various ages and activities, at different cost levels. Prerequisites, Home Economics 205 and 206, and Chemistry 249. 4 hours. Winter.
321. **Food Demonstration.** A course offering opportunity to discuss, observe, and practice demonstrations. Emphasis on food standards and demonstration techniques. Prerequisites, Home Economics 205, 206. 3 hours. Winter.
322. **Textiles and Clothing.** An advanced intensive study including fabric analysis, textiles legislation, new textiles. Prerequisite, Home Economics 135. 3 hours. Offered on demand.
324. **Housing and Equipment.** Housing problems of the family, including rural and urban housing needs, standards, and costs; principles and techniques relating to the selection, care, and use of household equipment. 5 hours. Spring.

- 326. Home Furnishings.** A consideration of the aesthetic, economic, and functional factors in furnishing the home. Prerequisite, Art 110. 4 hours. Spring.
- 329. Fashion.** A study of the origin and development of costume. An analysis of sources of fashion trends. Fashion prediction. Prerequisite, Home Economics 330. 3 hours. Fall.
- 330. Costume Selection and Design.** Application of principles of design to dress. Design for the individual. Wardrobe planning. Prerequisite, Art 110. 3 hours. Spring.
- 331 (325). Home Management, Lectures.** A study of factors affecting the management of the home in meeting the needs of individuals and creating a satisfying environment for the family. Special consideration given to those problems involving the use of time, money, and energy. 3 hours. On demand.
- 332 (325a). Home Management Residence.** Six weeks' residence in Home Management House, with actual experience in different phases of home-making, as housekeeping, food preparation, meal planning and serving, hospitality, and group relationships. Suggested that those registered in course take no more than 16 hours including this course. Prerequisites or required concomitants, Home Economics 227, 307, 325, 335. 4 hours. Fall, Winter, Spring, and Summer.
- 333 (325b). Home Management Residence.** Same as 333. Standards in keeping with group abilities. No prerequisite. 4 hours. Offered on demand.
- 335. Meal Planning and Table Service.** The planning, preparing, and serving of formal and informal meals. Selection and care of table appointments. Prerequisites, Home Economics 205, 206, and 320, or permission of the instructor. 4 hours. Spring.
- 336 (355a). Meal Planning and Serving.** Discussion of material covered in 335, but without practice in preparation and serving. 4 hours. Offered on demand.
- 338. Art Needlework.** Laboratory work acquainting a student with a variety of ways to decorate garments and household articles, and providing a fund of ideas in dress designing and home furnishings. 2 hours. Offered on demand.
- 339. Clothing Economics.** Consumer problems in clothing. Detailed study of ready-to-wear, including millinery, shoes, gloves, furs. Evaluation of ready-to-wear clothing in relation to cost, service, function. Prerequisites, Home Economics 127, 135. 3 hours. Winter.
- 340. Diet and Disease.** Modifications of the normal diet as necessitated by disease. Prerequisite, Home Economics 320. 3 hours. Offered on demand.
- 341 (441). Consumer Problems.** Study of motives on consumption, family income and expenditures, selection of commodities and services, buying and selling practices, and evaluation of consumer aids. Consideration of contemporary consumer problems. 4 hours. Winter.
- 350. Institutional Equipment and Layouts.** Materials, construction, operation, cost, use of equipment, and analysis of floor layouts for efficient work routing in various types of institutions doing group feeding and housing. Field trips. Junior standing. 3 hours. Winter.
- 351. Organization and Management.** Planning, direction, supervision, control of time, labor, and money in operation of institutions feeding and housing large groups. Field trips. Senior standing. 3 hours. Spring.

352. **Quantity Food Production.** Use of standardized formulas, power equipment, and techniques for preparation and service of food to large groups, and calculation of food costs for uniform control. Junior standing. 4 hours. Offered on demand.
353. **Tearoom Management.** Preparation and service of food on a commercial basis, including menu planning, cost computation, and production of food for tearoom and special occasions. Prerequisites. Home Economics 352, 355, or parallel. 4 hours. Offered on demand.
354. **School Lunchroom Management.** Organization, preparation, and service of the noon meal; selection, maintenance, and arrangement of equipment; other specific problems related to food service in the public schools. Prerequisites, Home Economics 205, 206, 335. Staff. 3 hours. Offered on demand.
355. **Food Purchasing for Institutions.** Producing areas, distribution, varieties, cost, specifications, buying practices, storage, and storeroom control for institution food supplies. Field trips. 3 hours. Fall.
356. **Experimental Cookery.** Advanced food preparation from the experimental standpoint, showing how ingredients, proportions, and techniques affect the quality of the product. Prerequisites, Home Economics 205, 206, and Chemistry 259 or 306. 4 hours. Fall.
359. **Advanced Nutrition and Dietetics.** Reports and discussions of problems dealing with nutrition; feeding experiments and dietary studies. Prerequisite, Home Economics 320. 4 hours. Offered on demand.
360. **Advanced Clothing Construction.** Advanced techniques of clothing construction, tailoring, children's clothing, clothing renovation. Prerequisite, Home Economics 127. 4 hours. Winter.
361. **Special Problems in Clothing Construction.** Emphasis on unusual fitting problems and use of fabrics requiring special techniques. Prerequisite, Home Economics 360. 2 hours. Offered on demand.
362. **Tailoring and Draping.** Construction of a lined suit or coat. The paper dress form. Construction of an original design by draping. Prerequisites, Home Economics 127, 360, or permission of instructor. 4 hours. Offered on demand.
363. **Tailoring.** A course in which the student will tailor one garment for herself. Lectures and demonstrations supplemented by up-to-date illustrative materials. Time-saving methods, high quality construction details, and professional finishes stressed. Prerequisite, Home Economics 127 or its equivalent. 2 hours. Offered on demand.
364. **Applied Dress Design.** Flat pattern design—a precision method of making original styles from a basic pattern. Construction of at least one original design. Prerequisites, Home Economics 127, 330. 3 hours. Spring.
370. **History, Development, and Principles of Extension Work.** A study of the history, development, organization, and purposes of extension work. Discussion of problems in principles of conducting and administering extension work in home economics. 5 hours. Fall.
371. **Field Experience.** Six weeks of experience, observing and assisting a county home advisor, a commercial demonstrator, or a food service manager; or twelve weeks' retailing experience; opportunity for supervised learning experiences in the chosen area. 6 hours. Offered on demand.

390. Teaching Aids in Home Economics. Principles and use of teaching aids, such as the school journey, films, slides, demonstrations, and graphic materials. Preparation of some types of visual aids materials in the field. Prerequisite, senior standing. 3 hours. Summer.

391. Workshop in Home Economics. Group discussion and individual investigations of contemporary problems. Prerequisite, experience in teaching home economics. 2-4 hours. Summer.

Industrial Education

Professor W. C. Bicknell, D.Ed., Chairman

Visiting Professor Robert Ernest Smith, Ph.D.

Professor J. Henry Schroeder, M.S.

Associate Professor Robert W. English, D.Ed.

Associate Professor Ernest J. Simon, M.S.

Assistant Professor John F. H. Lonergan, B.A.

Instructor Charles W. Allen, M.S.

Instructor Willard A. Benson, M.S.

Instructor John J. Gunderson, M.A.

Instructor Willard C. Hart, B.S.

Instructor W. A. Howe, M.S.

Instructor Marvin E. Johnson, M.S.

Instructor Richard J. C. Kohler, A.M.

Assistant Instructor Malcolm L. Milliner, B.S. in Ed.

Assistant Instructor Louis F. Renfro, Jr., B.S.

Assistant Instructor Guy Blackwell Righter, B.S. in Ed.

The Department of Industrial Education offers work in major fields leading to degrees as follows:

1. Bachelor of Science in Education. For those students of the College of Education who are preparing to teach industrial education subjects on the high school, junior high school, or elementary school level.
2. Bachelor of Science. For students of the College of Vocations and Professions who desire to enter industry as technicians or as technical assistants to engineers. Students working toward this degree may take their major work in one of the three following fields:
 - a. Metal fabrication
 - b. Wood fabrication
 - c. Drafting and design

The curriculum for the students in the College of Education requires a 64 quarter-hour major in industrial education. These students will also be required to have a minor. While the student is not restricted in his choice of a minor, the fields of art, mathematics, and physics are recommended. A student who has completed an undergraduate major in industrial education may work for a graduate minor in this department. This minor will apply toward the degree, Master of Science in Education.

Students majoring in some other field may take a 32-quarter hour minor in industrial education.

Students preparing to teach in the trades-and-industries-vocational program will be required to obtain or present evidence of having had actual experience in industry in the fields they desire to teach.

Those students preparing for a specific job will be encouraged, if not required, to obtain part-time, co-operative, on-the-job training as part of their preparation.

Students preparing to teach industrial arts on the junior and senior high school level will be encouraged to obtain practical industrial experience during summer vacations.

Suggested Curriculum in College of Education

		Freshman Year			
Fall	Hours	Winter	Hours	Spring	
I. E. 101	4	I. E. 121	4	I. E. 121	4
Art 120 or Music 100	3	I. E. 126	4	I. E. 122	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Math. 111, Math. 106, Phys. 106, or Phys. 101	4-5	Math. 112, Math. 107, Phys. 102, or Phys. 107	4-5	Math. or Phys. P. E. 153	4-5
P. E. 151	2	P. E. 152	2	P. E. 153	2
	16-17		17-18		17-18

		Sophomore Year			
Fall	Hours	Winter	Hours	Spring	
I. E. 205	4	I. E. 212	4	I. E. 145	4
Bot. 101	5	Govt. 101 or 231	5	I. E. 222	4
Eng. 205 or 211	3	Eng. 209 or 212	3	Soc. 101	5
Electives	4	Electives	4	Electives	3
	16		16		16

		Junior Year			
Fall	Hours	Winter	Hours	Spring	
I. E. 204	4	I. E. 312	4	I. E. 304	4
Econ. 205	5	Guid. 205	4	I. E. 322	4
Health Ed. 202	4	Hist. 201 or 202	5	Educ. 310	4
Electives	4	Electives	3	Guid. 345	4
	17		16		16

		Senior Year			
Fall	Hours	Winter	Hours	Spring	
I. E. 341	4	I. E. 370, 380 or 490	4	I. E. 330 or 496	4
Educ. 315	4	Student Teaching	12	Educ. 331	4
Eng. 300, 391, or Speech	3			Electives	6
Electives	4				
	15		16		14

Suggested Curriculum in College of Vocations and Professions

		Freshman Year			
Fall	Hours	Winter	Hours	Spring	
I. E. 101	4	I. E. 112	4	I. E. 121	4
Eng. 101	3	I. E. 126	4	I. E. 122	4
Art 120 or Music 100	3	Eng. 102	3	Eng. 103	3
Math. 111, 106, Phys. 106, or Phys. 101	4-5	Math. 112, 107, Phys. 102, or Phys. 107	4-5	Math. or Phys. P. E. 153	4-5
P. E. 151	2	P. E. 152	2	P. E. 153	2
	16-17		17-18		17-18

		Sophomore Year			
Fall	Hours	Winter	Hours	Spring	
I. E. 205	4	I. E. 212	4	I. E. 222	4
Botany 101	5	Eng. 209 or 212	3	I. E. 145	4
Eng. 205 or 211	3	Govt. 101	5	Soc. 101	5
Electives	4	Electives	4	Electives	4
	16		16		17

		Junior Year			
Fall	Hours	Winter	Hours	Spring	
I. E. 204	4	I. E. 304	4	I. E. 305	4
I. E. 216	4	I. E. 313	4	I. E. 322	4
Econ. 202 or 205	5	Hist. 201 or 202	5	Bus. Ad. 370	5
Health Ed. 202	4	Electives	3	Bus. Ad. 374	2
	17		16		15

		Senior Year			
Fall	Hours	Winter	Hours	Spring	
I. E. 307	4	I. E. 317	4	I. E. 342	4
I. E. 316	4	I. E. 326 or 308	4	I. E. 327 or 309	4
I. E. 325	4	I. E. 341	4	Speech 303	4
Electives	4	Electives	3	Electives	3
	16		15		15

- 101. Mechanical Drawing I.** Fundamental principles and practices involved in the use of drafting instruments in making orthographic projections, including auxiliary and sectional views; development of surfaces and intersections of solids; pictorial representations, lettering, dimensioning, titles and notes, freehand shop sketching, applied geometrical construction, technical drafting, and design information. 4 hours.
- 106. Descriptive Geometry.** Graphical solution of problems involving the understanding of space relations of points, lines and surfaces, intersections, and developed surfaces. Prerequisite, Industrial Education 101. 4 hours.
- 112 (211). Bench Woodwork.** Fundamental principles and practices in the use of woodworking hand tools in making useful projects involving the more common types of joints and wood fasteners; elementary woodfinishing, care of tools, and technical information. 4 hours.
- 114. Wood-Turning.** Fundamental principles and practices in the operation, care, and use of wood-turning lathes and lathe tools in spindle and face plate turning; finishing; and technical information. 4 hours.
- 120. Leatherwork and Plastics.** Elementary fundamental principles and practices involved in working with the more common types of leather and plastics used in making useful projects. Related information concerning the materials and tools used, selection, and source of supply. 4 hours.
- 121 (221). Art Metal.** A course designed to give training in the fundamental practices followed in making useful and ornamental articles of copper, brass, aluminum, silver, pewter, nickel silver, and other non-ferrous alloys. Work in plastics, and cutting, polishing, and setting of stones included. Execution of designs stressed, as well as related technical information. 4 hours.
- 122 (322). Machine Shop I.** Emphasis placed on the fundamental operations performed on the engine lathe in making useful projects; safety, care, and operation of machine tools; industrial practices; related technical information. 4 hours.
- 125 (225). Sheet Metal.** A course which emphasizes the development of skill in the use of hand and machine tools for making useful articles out of sheet metal. Sheet-metal layout, soldering, spot welding, surface development, and related technical information stressed. 4 hours.
- 126 (226). General Metal.** Fundamental processes in bending, hammering, shaping, and finishing of hot and cold metal projects usually made of tool or mild steel. A study of heat-treatment of these metals, metal-working tools, and related technical information. 4 hours.
- 145 (320). Electrical Construction I.** A study of the application of electrical theory to the use of simple electrical equipment, of wiring, and of fire-underwriters' regulations. Structure, care, repair, and adjustment of electrical devices usually found in the home or on the farm; house-wiring; related technical information. 4 hours.
- 204 (102). Architectural Drawing I.** Fundamental principles and practices of architectural drawing; technical information concerning architectural drafting and design; problems and procedures in planning and constructing a home; blue prints and specifications for a set of house plans. Prerequisite, Industrial Education 101. 4 hours.

- 205 (103). Mechanical Drawing II.** Continuation of 101. Course including technical data concerning machine design, and a study of standards and methods used in industry. Advanced shop-sketching and problem-solving; assembly and detail drawings of complete machines, tools, jigs, and fixtures. Prerequisite, Industrial Education 101. 4 hours.
- 212. Machine Woodwork.** Fundamental principles and practices in the use of woodworking machines for making useful projects involving the more advanced types of joints and construction; finishing, safety practices, care of machines, and related technical information. Prerequisite, Industrial Education 112. 4 hours.
- 214 (314). Wood Pattern-Making and Foundry.** Experience given in making wood patterns of machine parts for castings; holding, involving the cutting and tempering of the holding-sand preparatory to ramming the molds; melting, handling, and pouring of molten metals; related technical information. Prerequisite, Industrial Education 114. 4 hours.
- 216 (315). Furniture Re-upholstering and Re-finishing I.** A course dealing with the use of the tools, materials, and fundamental processes of re-upholstering and re-finishing furniture. Students given experience in the elementary processes used in reconditioning old pieces of furniture and upholstering new pieces. Course designed for those interested in the subject from an avocational or educational viewpoint. 4 hours.
- 222 (323). Machine Shop II.** Emphasis placed on practices in connection with the more intricate and exacting processes used on the engine lathe, the shaper, the planer, and the milling machine. Useful articles made. Industrial practices and related technical information stressed. Prerequisite, Industrial Education 122. 4 hours.
- 303 (230). Constructional Activity Methods for Rural and Elementary Schools.** A course designed to give experience in constructional activities involving the use of wood, metal, leather, plastics, reed, raffia, clay, and other materials usually found adaptable to the needs and interests of the rural and elementary schools. Selection, organization, care, and use of tools and materials stressed. 4 hours.
- 304. Architectural Drawing II.** Continuation of 204. The study of legal phases of building, such as contracts, permits, mechanic's liens, and advanced details of construction. Students required to plot and landscape small residential or business districts and make a complete set of plans and specifications for a departmental building or small business structure. Prerequisite, Industrial Education 204. 4 hours.
- 305. Mechanical Drawing III.** Continuation of 205. Study of advanced technical data pertaining to the design of machines, tools, jigs and fixtures as practiced by industry; consideration of the properties of metals and strength of materials used in machine design. Designing and drawing assemblies and details of simple mechanics. Study of industrial design practices. Prerequisite, Industrial Education 205. 4 hours.
- 306. Industrial Arts Design.** Principles of structural design, contour, and surface enrichment applied to shop projects using metal, wood, plastics, leather, etc.; sketches, assembly and detail drawing and perspectives of projects. Prerequisite, junior standing. 4 hours.
- 307, 308, 309. Advanced Drafting and Design.** Designed for students preparing for a specific job in drafting, or for a technical degree. A study of advanced technical information pertaining to designing and drafting in the fields of machines, tools, jigs, and fixtures; architecture; sheet metal; structural steel; reinforced concrete; topography; industrial illustrations and production drawings; electricity; and aeronautics. Prerequisite, Industrial Education 205 or 304. 4 hours each.

- 312. Millwork.** A course designed to give training in production procedures, followed by the construction of furniture and cabinets, with woodworking machinery. Production practices, safety, care and adjustment of machines, and related technical information stressed. Prerequisite, Industrial Education 212. 4 hours.
- 313. Furniture Construction and Cabinet-Making.** A course designed to give advanced training in the use of machines and hand tools for making special pieces of furniture and for elementary cabinet work; safety practices, production methods, care and use of equipment, finishing, and advanced technical information on woodwork. Prerequisite, Industrial Education 212. 4 hours.
- 316. Furniture Re-upholstering and Re-finishing II.** A continuation of 216, with emphasis on the advanced processes involved in using tools and materials in re-upholstering and re-finishing. Upholstering and finishing of large pieces of furniture, and related technical information 4 hours.
- 317. Furniture Re-upholstering and Re-finishing III.** Course designed for individuals training for job competence in either re-upholstering or re-finishing of furniture. Prerequisite, Industrial Education 316. 4 hours.
- 322 (324). Machine Shop III.** An advanced course in machine shop practices involving the construction of machines and tools for practical use, as well as making repair parts for tools, and transportation and farm machinery. Advanced industrial production practices and related technical information stressed. Prerequisite, Industrial Education 222. 4 hours.
- 325, 326, 327. Advanced Vocational Machine Shop.** These courses especially designed for students preparing for either specific jobs in industry or for technical degrees. Experience in precision processes followed by a study of shop work in industry; advanced related technical information stressed. Prerequisite, Industrial Education 322. 4 hours each.
- 330. Special Problems in the Arts and Industries.** An opportunity for the advanced student to obtain special instruction in the solution of his problems of special interest in specific subject-matter fields. 4-12 hours.
- 341. Machine and Tool Maintenance.** Sources, manufacture, supply, cost, sharpening, adjusting and repairing saws, drills, drill-presses, jointers, lathes, milling machines, shapers, sanders, and other machines, as well as hand tools used in the various industrial education shops. Construction and use of simple jigs and fixtures designed to facilitate production. 4 hours.
- 342. Painting and Finishing.** A course designed to give specialized training in the fundamental practices and procedures in painting, staining, varnishing, enameling, lacquering, using transfers, etc., with practice in the use of the spray gun. The study of the chemical elements of various finishes; proper care of finishing equipment and materials stressed. 4 hours.
- 350, 351, 352. Specialized Advanced Drafting and Design.** These courses designed to continue student specialization in the fields of drafting and design selected in previous courses. Also for students wishing to specialize in more than one field of drafting and design. Part-time on-the-job training encouraged if not required in these courses. Prerequisite, Industrial Education 309. 4 hours each.
- 360, 361, 362. Specialized Advanced Vocational Machine Shops.** These courses designed to continue student specialization in metal fabrication. Prerequisite, Industrial Education 327. 4 hours each.

370. **General Shop Organization and Practice.** A course designed to give advanced students specific training in organization and management of a general shop in junior and senior high schools. Experience given in the selection and construction of suitable projects in at least four areas of work—metal, wood, electricity, graphic arts, transportations, etc. Construction of various types of teaching aids and organization of instructional material stressed. For advanced students only. 4 hours.
380. **Materials and Methods of Teaching Industrial Education in Rural and Elementary Schools.** A study of activities performed by the industrial education teacher or regular classroom teacher in planning and using constructional activities in the lower grades. Selection and organization of equipment and materials and the observation and evaluation of classroom practices stressed. Prerequisite, Industrial Education 230. 4 hours.
- 490 (390). **Principles of Trade and Industrial Teaching.** A study of activities performed by the industrial education teacher in the promotion of interest and motivation of learning in the shop. Planning and methods of presentation of teaching materials, use of teaching devices and procedures, shop management, safety, and measurement of achievement. Observation and evaluation of classroom use of materials and methods of teaching industrial education. Designed for teachers and supervisors of industrial education. 4 hours.
- 494 (394). **Organization and Administration of Industrial Education.** Organization and administration of industrial arts programs in elementary, junior and senior high schools; relation of federal and state supervision of industrial arts to local administration; relation of industrial arts administration to vocational education administration and to other areas of administration in the local school. The organization and administration of vocational all-day, part-time, and evening programs; apprenticeship and vocational rehabilitation; relation of federal and state vocational administration. 4 hours.
496. **Selection and Organization of Subject Matter.** The selection and arrangement of teaching content; techniques and procedures in analyzing occupations into basic elements to be used in organizing teaching materials; preparation of job, and informational and operation sheets. The use of individual written instructional materials. 4 hours.
500. **Special Investigations in Industrial Education.** A course designed for students who wish to make a thorough study or investigation of a specific problem in industrial education. 4 hours.
504. **History and Philosophy of Industrial Education.** A study of the leaders, organizations, and movements that have contributed to the development of industrial education. An overview of the nature and purpose of industrial arts and vocational education, their relationships, their differences, and the place each phase of work should have in the public school program. 4 hours.
506. **Problems of Co-ordinator.** A study of the problems and procedures involved in the setting up and operation of cooperative part-time and evening school programs. 4 hours.
580. **Seminar in Industrial Education.** A comprehensive study of some of the many problems in industrial education as they are conditioned by industrial, scientific, and educational developments. 4 hours.
590. **Research in Industrial Education.** Designed to give students training in research techniques used in industrial education. Only for students who are writing a thesis or making an advanced graduate study of some phase of industrial education. 3-6 hours.

Journalism

Instructor Donald R. Grubb, M.A.
Instructor C. William Horrell, M.S.
Instructor William H. Lyons, M.A.
Instructor Robert A. Steffes, M.S., Acting Chairman
Faculty Assistant Byrl L. Sims, B.S. (On Military Leave)

The Department of Journalism offers curricula leading to the degrees of

1. Bachelor of Science in Education.
2. Bachelor of Science, for students in the College of Vocations and Professions.

Journalism candidates must demonstrate a working knowledge of typewriting, based on a minimum straight copying rate of twenty-five words per minute.

A major in journalism consists of 48 quarter hours. For a minor, 24 hours are required.

Suggested Curriculum in College of Vocations and Professions

Freshman Year

Fall	Hours	Winter	Hours	Spring	Hours
Art 120	3	Journ. 100	2	Journ. 210	1
Eng. 101	3	Eng. 102	3	Eng. 103	3
Bus. Ad. 102*	3	Math 107 or Phys. 102	4	Bot. 101 or Zool. 101	5
Math. 106 or Phys. 101	4	Soc. 101	5	Geog. 100	5
P. E.	2	P. E.	2	P. E.	2
	<hr/> 15		<hr/> 16		<hr/> 16

Sophomore Year

Journ. 200	4	Journ. 201	4	Journ. 210	1
Journ. 210	1	Journ. 210	1	Electives	7
Chem., Math., or Phys.	4	Eng. 211 or 212	3	Eng. 205 or 209	3
Electives	3	Govt. 101 or Econ. 200	5	Hist. 201 or 202	5
Speech, 101	4	H. Ed. 202	4		<hr/> 16
	<hr/> 16		<hr/> 17		

Junior Year

Journ. 301	2	Journ. 302	2	Journ. Elective	5
Journ. 303	3	Journ. Elective	4	For. Lang.†	3
Eng. 392	3	For. Lang.†	3	Electives‡	8
For. Lang.†	3	Electives‡	7		<hr/> 16
Electives‡	<hr/> 5				

Senior Year

Journ. Elective	5	Journ. Elective	4	Journ. Elective	4
Electives‡	<hr/> 11	Electives‡	<hr/> 12	Electives‡	<hr/> 12
	<hr/> 16		<hr/> 16		<hr/> 16

* This course is not required, nor is credit given, if the student has had a year of high school typewriting. Requirement will be waived, but no credit given, if student demonstrates typing ability of twenty-five words per minute.

† Recommended, but not required, unless student is earning the Bachelor of Arts degree.

‡ It is recommended that junior and senior electives be taken in the fields of speech, business administration, and the social studies.

100. **Survey of Journalism.** A background of journalistic reading; writing consisting only of reports on the major sources covered. Grubb and Steffes. 2 hours. Required of majors and minors. Fall, Winter.
200. **Principles of Journalism I.** A basic course in writing and editing practices. Newspaper terms defined; news sources examined; news-writing and copy-editing problems introduced through classroom exercises. Prerequisite, Journalism 100, and a working knowledge of typewriting. Grubb. 4 hours. Required of majors and minors. Fall.
201. **Principles of Journalism II.** A continuation of 200. Practical news reporting, copy-writing, and copy-editing stressed. News stories written; techniques of the sport story, the society page, the column, the editorial, and the feature story introduced. Grubb. 4 hours. Required of majors and minors. Winter.
210. **Journalism Laboratory.** Practical reporting and news writing on university newspaper. Repetition possible for a maximum of 6 credit hours. Prerequisite, Journalism 200 or permission of instructor. Grubb. 1 hour per term. Offered each term. Three terms required for majors and minors.
220. **History of Journalism.** Development of newspaper and periodicals from early beginnings in Europe through the 1860's in the United States. The emergence of modern journalism from the post-Civil-War period up to 1940. Grubb. 5 hours. Spring.
230. **Interpreting the News.** Emphasis on reading daily newspaper, which serves as basic text for the course. Content analysis made of current events appearing in the daily press; individual projects chosen for news-content study. Includes comparisons of news and editorial policies of major newspapers. For length of term student must provide himself with classroom copy of a daily newspaper of instructor's choice. Grubb. 4 hours. Spring.
260. **(360). Introduction to Photography.** A laboratory course designed to provide the student with a basic working knowledge of the camera and of the darkroom. Practice in the use of the hand camera stressed. Possession of a camera by the student desirable, but not necessary. Laboratory materials (approximate cost, \$10) furnished by the student. Enrollment limited to 12. Horrell. 5 hours. Fall.
301. **Editorial Writing.** A course dealing with the structure, style, and principles involved in editorial writing; instruction and practice in writing material for the newspaper editorial page stressed; student editorials submitted to campus publications and newspapers nearby. Prerequisites, Journalism 200 and 201. Steffes. 2 hours. Required of majors and minors. Fall.
302. **Feature Writing.** Newspaper features including the column, the department, the critical review, and the special story. Factual news features and human-interest stories stressed. Prerequisite, Journalism 200. Steffes. 2 hours. Required of majors and minors. Winter.
303. **Principles of Advertising.** A course designed to acquaint the student with current practices in the field of advertising, particularly newspaper advertising. Dealing with advertising media, preparation of copy and layouts, consumer analyses, and testing techniques. Steffes. 3 hours. Required of majors and minors. Fall.
304. **School Publications.** Designed for the prospective journalism teacher or publications sponsor in high school; dealing with methods of teaching journalism and advising publications staffs; practical suggestions offered for staff appointment, editing, circulation, advertising, and general policies. Prerequisites, junior standing and enrollment in the College of Education. 3 hours. Summer.

- 305. Principles of Typography.** A study of the mechanics of printing, including selection of type faces, printing processes, inks, and papers as applied to newspaper and magazine printing. Identification of common printing machinery accomplished in field trips to publishing plants nearby. Steffes. 5 hours. Not offered in 1951-52.
- 306. Technical Writing.** A course designed to train students primarily interested in scientific or technical fields; writing of simple and intelligent newspaper or magazine articles on material in student's major fields. Not a course for preparing specialized academic reports, theses, or dissertations. Prerequisite, junior standing. Journalism 200 recommended. 3 hours. Not offered in 1951-52. Summer.
- 307. Publicity Methods.** Methods and media of presenting publicity, including the news service bulletins, advertising campaigns, direct mail, lectures, and visual education. Steffes. 3 hours. Fall and Summer.
- 320. Communication Agencies and Public Opinion.** Press, radio, and motion pictures and their role in the opinion-forming processes. Theories of public opinion and propaganda. Propaganda and informational techniques of governments, political parties, pressure groups, and other organized bodies. Prerequisite, 15 hours in the social studies. Grubb. 4 hours. Fall.
- 350, 351. Magazine Article Writing I, II.** Courses designed for the student who, regardless of his university program, displays talent for factual or creative writing suitable for magazines or trade publications. Students required to write articles, study markets, and submit manuscripts for publication. Steffes. 4 hours each. Winter and Spring.
- 361. News Photography.** A technical course in photography as applied to newspapers, with emphasis on use of the press-type camera. Laboratory work in developing, enlarging, contact printing and photocopying. Laboratory materials (approximate cost, \$15) furnished by the student. Prerequisite, Journalism 360. Horrell. 5 hours. Winter.
- 362. Advanced Photography.** A practical course in commercial and portrait photography. Lighting and posing of subjects stressed. Retouching, toning, coloring, mounting, and processing practiced in the laboratory. Laboratory materials (approximate cost, \$15) furnished by the student. Horrell. 5 hours. Spring.
- 370. Advertising Copy Writing.** Emphasis in this course placed on the creative side of advertising—the ideas behind campaigns, the sales message. Prerequisite, Journalism 303. Steffes. 4 hours. Spring.
- 380. The Press and World Affairs.** A study of the contemporary press as it operates on the broad stage of international affairs. Special emphasis given to news-gathering agencies, foreign and war correspondents, and the world's great newspapers. Grubb. 5 hours. Winter.

Music

The Department of Music is a member of the National Association of Schools of Music.

Professor Maurits Kesnar, Ph.D., Chairman
 Associate Professor David S. McIntosh, M.A.
 Associate Professor Floyd V. Wakeland, M.M.
 Assistant Professor Kate E. Moe, M.S.
 Assistant Professor John S. Wharton, M.M. (On Leave)
 Instructor Gilbert R. Fischer, M.A., M.M.
 Instructor Robert Mueller, M.M.
 Instructor Phillip H. Olsson, M.M.
 Instructor Robert S. Resnick, M.M.
 Instructor Helen Matthes Vogler (On Leave)
 Instructor Marvin C. Zoschke, M.M.E.
 Assistant Instructor Ernestine C. Taylor, B.S. in Ed.

As an important force in the educational life of the University, the Music Department offers opportunity for participation in many instrumental and choral activities, on both an extra-curricular and a credit basis.

All music majors must maintain a satisfactory membership in two of the University's music organizations—Band, Orchestra, Chorus—during their University attendance.

Curricula are designed leading to the following degrees:

1. Bachelor of Music. This degree is intended for students in the College of Vocations and Professions who intend to make performing in music their profession.
2. Bachelor of Science in Education. This degree is offered for students in the College of Education who intend to make the teaching of music their profession.
3. Bachelor of Music Education. This degree qualifies the student for a special certificate to teach music only.
4. Bachelor of Arts. This degree is offered for students in the College of Liberal Arts and Sciences who want a specialization in music as a part of their general cultural education.

It is advisable to start the program in the freshman year.

Suggested Curriculum in College of Vocations and Professions (Bachelor of Music Degree)

Freshman Year				
Fall	Hours	Winter	Hours	
Music 105	4	Music 106	4	
Applied Major	4	Applied Major	4	
Applied Minor	1	Applied Minor	1	
Ensemble	0	Ensemble	0	
Eng. 101	3	Eng. 102	3	
Mod. Lang.	3	Mod. Lang.	3	
P. E.	1-2	P. E.	1-2	
	<hr/> 16-17		<hr/> 16-17	
			Spring	
			Hours	
			Music 107	4
			Applied Major	4
			Applied Minor	1
			Ensemble	0
			English 103	3
			Mod. Lang.	3
			P. E.	1-2
			<hr/> 16-17	

Sophomore Year				
Fall	Hours	Winter	Hours	
Music 205	4	Music 206	4	
Music 341	3	Applied Major	4	
Applied Major	4	Applied Minor	1	
Applied Minor	1	Ensemble	0	
Ensemble	0	Mod. Lang.*	3	
Mod. Lang.*	3	P. E. (Women)	1	
P. E. (Women)	1	Physics	4	
	<hr/> 15-16		<hr/> 17-18	
			Spring	
			Hours	
			Music 207	4
			Applied Major	4
			Applied Minor	1
			Ensemble	0
			Mod. Lang.*	3
			P. E. (Women)	1
			Electives	3
			<hr/> 15-16	

* Students not specializing in voice should take Art 120 and six hours from the following courses: English 205, 206, 209, 211, 212.

Junior Year					
Fall	Hours	Winter	Hours	Spring	Hours
Music 323	2	Music 324	2	Music 325	2
Music 326	2	Music 319	2	Applied Major	4
Music 318	2	Applied Major	4	Applied Minor	1
Applied Major	4	Applied Minor	1	Econ. 205	5
Applied Minor	1	Hist. 201 or 202	5	Health Ed. 202	4
Govt. 231	5	Electives	2	Electives	2
	16		16		18

Plus a Junior recital (half).

Senior Year					
Fall	Hours	Winter	Hours	Spring	Hours
Music 309	2	Music 310	2	Music 311	2
Music 312	2	Music 313	2	Music 314	2
Music 336	3	Music 337	3	Music 338	3
Applied Major	4	Applied Major	4	Applied Major	4
Electives	3	Electives Seminar of Applied Music	1	Elective Seminar of Applied Music	1
	14	Electives	3	Electives	3
			15		15

Plus a full Senior Recital.

All music students will be required to be members of two music organizations and the Oratorio Society.

Electives must include 3 hours of practical arts and crafts if these were not taken in high school.

Suggested Curriculum in College of Education

(Bachelor of Music Education Degree)

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
Applied Major and Minor	2	Applied Major and Minor	2	Applied Major and Minor	2
Music 105	4	Music 106	4	Music 107	4
Music 150	1	Music 151	1	Music 160	1
Band, Chorus, or Orchestra*	0	Band, Chorus, or Orchestra*	0	Band, Chorus, or Orchestra*	0
English 101	3	English 102	3	English 103	3
Social Studies (Govt.)	5	Social Studies (Hist.)	5	Math. & Physical Science Elective ..	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	15-16		15-16		15-16

Sophomore Year					
Fall	Hours	Winter	Hours	Spring	Hours
Applied Major and Minor	2	Applied Major and Minor	2	Applied Major and Minor	2
Music 205	4	Music 206	4	Music 207	4
Music 161	1	Music 300	3	Music 180	1
Band, Chorus, or Orchestra*	0	Band, Chorus, or Orchestra*	0	Music 181	1
Biological Science Elective	5	English Elective ..	3	Band, Chorus, or Orchestra*	0
English Elective ..	3	Health Ed. 202	4	English Elective ..	3
P. E. (Women)	1	P. E. (Women)	1	Social Studies Elective	5
	15-16		16-17		16-17

Junior Year					
Fall	Hours	Winter	Hours	Spring	Hours
Applied Major†	1	Applied Major†	1	Applied Major†	1
Music 323	2	Music 324	2	Music 325	2
Music 305I	3	Music 303	3	Music 305V	3
Music 318	3	Band, Chorus, or Orchestra	1	Band, Chorus, or Orchestra	1
Music 326	2	Guid. 305 or 306	4	Education 310	4
Band, Chorus, or Orchestra	1	Math. and Physical Science Elective ..	5	Education 315	4
Guid. 205	4			Math. and Physical Science Elective ..	2
	16		16		17

* Membership in two of the three music ensembles (band, chorus, or orchestra) and in the Oratorio Society is required of all music students.

† If a student is able to perform adequately in his minor applied field, the faculty sitting as a committee may excuse the student from further applied minor studies.

A senior graduation recital is required.

Senior Year					
Fall	Hours	Winter	Hours	Spring	Hours
Applied Major† 1		Applied Major† 1		Applied Major† 1	
Music 309 2		Music 310 2		Music 311 2	
Music 336 3		Music 337 3		Music 338 3	
Music 341 3		Band, Chorus, or Orchestra 1		Band, Chorus, or Orchestra 1	
Band, Chorus, or Orchestra 1		Student Teaching 8		Social Studies Elective 5	
Educ. 331 4			15	Student Teaching 4	
	14				16

† If a student is able to perform adequately in his minor applied field, the faculty sitting as a committee may excuse the student from further applied minor studies.

Theory Courses

- 100. **Music Understanding.** An examination of music, with emphasis on the background, purpose, and structure of thirty representative compositions chosen mainly from the field of symphonic music. 3 hours.
- 105, 106, 107. **Theory of Music.** A study of the fundamentals of music, including four distinct but correlated fields—sight singing, ear training, harmony, and keyboard harmony. Classes meet five times weekly. 4 hours each.
- 205, 206, 207. **Theory of Music.** A continuation of 105, 106, and 107. Course of more advanced sight singing in three and four parts; with continued work in ear training; keyboard harmony; two, three, and four part dictation; and improvisation at the keyboard. Also includes a study of the various methods of modulation, the treatment of dissonance in music, the use of altered chords, and an introduction to contemporary harmonic principles. Classes meet five times weekly. 4 hours each.
- 300. **Materials, Methods, and Problems I.** The teaching of music in the first six grades. Prerequisites for primary and elementary education majors, one year of piano and pre-theory (one quarter). 3 hours.
- 303. **Materials, Methods, and Problems II.** The teaching of music in the junior and senior high schools. 3 hours.
- 305I. **Instrumental Problems and Materials.** 3 hours.
- 305V. **Vocal Problems, Materials, and Conducting.** 3 hours.
- 307. **Recreational Music and Singing Games.** Learning of attractive folk songs and stunt songs suitable for assembly sings and informal groups; the singing games taught by instructor, largely those collected in Southern Illinois. Each student taught to play a shepherd pipe of his own construction. Instruction given in the playing of pocket musical instruments, such as the harmonica and the ocarina. Course particularly useful to teachers who are interested in the less formal approach to music in the schools and for students interested in preparing themselves as leaders in summer camp activities, playground supervision, Four-H Club work, and similar types of recreational leadership. 4 hours.
- 309, 310, 311. **Orchestration I, II, III.** The study of the instruments of the orchestra, together with practical work in orchestra and band scoring. Prerequisites, Music 107, and one year of college work in piano. 2 hours each.
- 312, 313. **Composition I, II.** Composition of original work in smaller forms for piano, voice, string quartet, and other small combinations. Pre-requisite, Music 207. 2 hours.

- 314. Composition III.** Composition in larger forms. Prerequisite, Music 313. 2 hours.
- 315. Opera Repertory.** A study of operatic literature by means of student participation in scenes from operas as well as by means of phonograph records and scores. Admission to this course by consent of the instructor. 2 hours.
- 318, 319. Conducting.** A study of the techniques employed in conducting instrumental groups of various sizes and combinations. Student provided with opportunities to conduct both the university orchestra and the band. 3 hours each.
- 323, 324, 325. Counterpoint.** Detailed study of the contrapuntal styles of Bach and other eighteenth and nineteenth-century composers. Creative work in two, three, and four-part counterpoint. Invertible counterpoint, canon and fugue. 2 hours each.
- 326. Form and Analysis.** A study of the form and texture of music from motif through symphony. 2 hours.
- 336. Music History.** The beginnings of musical thought through the early Greek and Roman periods, and the development of music in the fifteenth and sixteenth centuries. 3 hours.
- 337. Music History.** The history of musical thought in the seventeenth and eighteenth centuries and the first part of the nineteenth century (Bach to Wagner). 3 hours.
- 338. Music History.** Wagner, the rise of nationalism; later nineteenth-century and twentieth-century composers. 3 hours.
- 339. V(ocal), I(nstrumental), P(iano).** Seminar of Applied Music. An advanced course in applied music for senior college students only. 2 hours.
- 340. Music Esthetics Research.** Student admitted only by the chairman of the department. 1 hour.
- 341. Musical Literature.** A discussion of musical literature from the earliest compositions to the present day. Students admitted to this course only by the approval of the chairman of the department. 3 hours.
- 345. Chamber Music.** Vocal ensemble (Madrigal Group). 2 hours.
- 355. Chamber Music.** String ensemble, string quartet. 2 hours.
- 365. Chamber Music.** Woodwind or brass ensemble. 2 hours.

Applied Music

For every hour of applied music taken, privately or in class, an equal number of hours of practice is expected.

Strings—Violin, Viola, or Cello. 1 hour for B.S. and 2 for B.M. degree.

150	151	152	First Year
250	251	252	Second Year
350	351	352	Third Year
356	357	358	Fourth Year

Woodwinds—Flute, Oboe, Clarinet, or Bassoon. 1 or 2 hours each.

160	161	162	First Year
260	261	262	Second Year
360	361	362	Third Year
366	367	368	Fourth Year

Wind and Percussion. Class lessons. 3 hours.

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Piano and Organ. 1 or 2 hours each.

170	171	172	First Year
270	271	272	Second Year
370	371	372	Third Year
376	377	378	Fourth Year

Brasses—French Horn, Trumpet, Trombone, or Tuba. 1 or 2 hours each.

180	181	182	First Year
280	281	282	Second Year
380	381	382	Third Year
386	387	388	Fourth Year

Ensemble—Band, Chorus, Orchestra. $\frac{1}{2}$ hour each.

183	184	185	First Year
283	284	285	Second Year
383	384	385	Third Year
393	394	395	Fourth Year

Voice. 1 or 2 hours each.

190	191	192	First Year
290	291	292	Second Year
390	391	392	Third Year
396	397	398	Fourth Year

Nursing Education

Assistant Professor Hester L. Johnson, M.A., Chairman
Assistant Professor Ruth A. Monawec, A.M.

Beginning in September, 1951, Southern Illinois University will offer the basic three-year courses in nursing. Students will spend three quarters on the campus during their first year; following this period they will be assigned to approved hospitals for the required clinical instruction and experience in medical, surgical, obstetrical, pediatric, psychiatric, tuberculosis, and communicable disease nursing.

Courses given at the University during the first year include

First Quarter	Second Quarter	Third Quarter
Anatomy	Physiology	Psychology
Chemistry	Nutrition and Cooking	Sociology
Microbiology	Professional Adjust- ments I	Introduction to Medical Science
History of Nursing	Pharmacology I	Sociology Problems in Nursing Care
English	English	Nursing Arts
Physical Education	Physical Education	Nursing Arts Practice
	Nursing Arts	

Students who successfully complete the required course of theory and practice will receive a diploma from the University and will be eligible to take the Illinois-Board-of-Nursing examination to become Registered Professional Nurses. Credits earned may be applied toward a bachelor's degree in institutions of higher learning offering degrees in Nursing Education.

Inquiries regarding the nursing course should be directed to the Chairman of the Nursing Education Department.

Speech

Professor C. Horton Talley, Ph.D., Chairman
Associate Professor Archibald McLeod, Ph.D.
Assistant Professor John O. Anderson, Ph.D. (On Military Leave)
Assistant Professor Cameron W. Garbutt, M.A.
Assistant Professor Paul Hunsinger, M.A.
Assistant Professor Buren Calvin Robbins, M.A.
Lecturer Lawrence Voss, A.M.
Instructor Albert J. Croft, M.A.
Assistant Instructor Jeanette H. Neckers, M.A.

The Department of Speech offers curricula leading to degrees in the three colleges of the University as follows:

1. Bachelor of Science in Education (in the College of Education) either as elementary teachers who are trained as speech correctionists, or as secondary teachers of speech. See pages 61 and 62 for certificate requirements.

The requirements for speech correctionists as set up by the state are

- A. A valid teacher's certificate.
- B. A background of courses which will insure an adequate preparation in the subject matter and techniques of the field. The following areas and hours represent the minimum of this course preparation:
 1. Twelve semester hours in speech correction courses, including phonetics, human anatomy and physiology, and principles of speech correction.
 2. Nine semester hours in psychology courses, including Psychology of Child Development, Clinical or Mental Hygiene, and Tests and Measurements.
 3. Three semester hours in the Re-education of the Acoustically Handicapped Child.
(Note: This does not qualify the speech correctionist to teach hard-of-hearing children.)
- C. Speech Correction to the extent of at least 200 clock hours of supervised case work in teacher-training center approved by the Education Committee of the American Speech Correction Association. These hours of teaching shall represent actual work with major types of speech difficulties, and shall be in addition to observation periods.
- D. Possession of personal speech habits which meet an acceptable standard in both voice and diction.
- E. Possession of a professional reputation in complete accord with the ethics of the profession.

The requirements for the secondary certificate as a teacher with a major in speech. (See page 61 for the requirements for the secondary certificate.)

For a major for secondary teachers.

101	202	302*
102	205	306
103	206	plus 10 hours of elective speech
105	212	
	208	
	209	

*204 and 402 may be substituted for 302 if the student desires greater specialization in theatre.

For a minor in speech.

24 quarter hours in speech, including 101, 102, 103, and 306.

2. Bachelor of Arts (for students in the College of Liberal Arts and Sciences.)

With a major in speech:

Speech 101, 102, 103, 106, 202, and additional courses, to total 48 quarter hours.

With a minor in speech:

Speech 101, 102, 103, and additional courses, to total 24 quarter hours.

3. Bachelor of Science (for students in the College of Vocations and Professions). The student may major in any of the following concentrations:

Interpretation
Public Speaking
Radio
Speech Correction
Theater

Curricula in College of Vocations and Professions

Major in Speech, Interpretation Concentration

Freshman Year					
Fall	Hours	Winter	Hours	Spring	Hours
Speech 101	4	Music 100	3	Speech 103	4
Eng. 101	3	Eng. 102	3	Eng. 103	3
Chem. Physics or		Chem. Physics or		Chem. Physics or	
Math.	4	Math.	4	Math.	4
Prac. Arts or Craft	3	Soc. Sci.	5	Soc. Sci.	5
P. E.	1-2	P. E.	1-2	P. E.	1-2
	<u>15-16</u>		<u>16-17</u>		<u>17-18</u>

Sophomore Year					
Fall	Hours	Winter	Hours	Spring	Hours
Speech 104	3	Speech 211	4	Speech 217	4
Speech 105	4	Art 120	3	Health Ed. 202	4
Soc. Sci.	5	Biol. Sci.	5	Soc. Sci.	5
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3	P. E. (Women)	1
P. E. (Women)	1	P. E. (Women)	1	Electives	4
Electives	2	Electives	2		
	<u>17-18</u>		<u>17-18</u>		<u>17-18</u>

Junior Year					
Fall	Hours	Winter	Hours	Spring	Hours
Speech 204	3	Speech 215	4	Speech 320	4
Speech 314	4	Eng. 305*	4	Eng. 318*	4
Eng. 369	4	Electives	9	Electives	9
Electives†	6				
	<u>17</u>		<u>17</u>		<u>17</u>

Senior Year					
Fall	Hours	Winter	Hours	Spring	Hours
Speech Electives† ..	4	Speech 404	4	Speech Electives† ..	9
Eng. 320*	4	Speech Electives† ..	5	Eng. 366*	4
Eng. 321*	4	Eng. 324*	4	Eng. 370*	4
Electives	4	Eng. 330*	4		
	<u>16</u>		<u>17</u>		<u>17</u>

* Twelve hours or more must be taken from these. Electives may be substituted for the others.

† Speech electives must be in public speaking, drama, or radio.

‡ Electives must include 40 hours of senior college credit.

Major in Speech, Public Speaking Concentration

Freshman Year			
Fall	Hours	Winter	Hours
Speech 101	4	Art 120 or Mus. 100	3
Eng. 101	3	Eng. 102	3
Chem., Physics or Math.	4	Chem., Physics or Math.	4
Prac. Arts or Craft	3	Soc. Sci.	5
P. E.	1-2	P. E.	1-2
	<u>15-16</u>		<u>16-17</u>
Sophomore Year			
Speech 202	3	Speech 205	3
Econ. 200	3	Speech 209	1
Eng. 205, 206, 209, 211 or 212	3	Speech 201	2
P. E. (Women)	1	Eng. 205, 206, 209, 211 or 212	3
Electives	8	Biol. Sci.	5
	<u>17-18</u>	P. E. (Women)	1
		Econ. 201	3
			<u>17-18</u>
Junior Year			
Speech 209	1	Speech 309	1
Speech 301	4	Speech Electives	4
Educ. 206	4	Govt. 370	4
Phil. 310	3	Electives	8
Electives	4-6		
	<u>16-18</u>		<u>17</u>
Senior Year			
Speech Electives	8	Speech 309	1
Soc. 330	3	Speech 401	4
Electives	6	Speech Electives	4
	<u>17</u>	Soc. 369	3
		Electives	6
			<u>17</u>

Electives must include 32 hours of senior college courses.

Major in Speech, Radio Concentration

Freshman Year			
Fall	Hours	Winter	Hours
Speech 101	4	Speech 103	4
Eng. 101	3	Eng. 102	3
Physics 101	4	Physics 102	4
Prac. Arts or Craft	3	Soc. Sci.	5
P. E.	1-2	P. E.	1-2
	<u>15-16</u>		<u>17-18</u>
Sophomore Year			
Speech 216	4	Speech 104	3
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3
Biol. Sci.	5	Art 120 or Mus. 100	3
Journ. 100	2	Econ. 201	3
Econ. 200	3	Journ. 200	4
P. E. (Women)	1	P. E. (Women)	1
	<u>17-18</u>		<u>16-17</u>
Junior Year			
Speech 215	4	Speech 316	4
Bus. Ad. 330	5	Journ. 308	5
Physics 308	5	Soc. 202	5
Electives	2-4	Electives	2-4
	<u>16-18</u>		<u>16-18</u>
Senior Year			
Speech 311	4	Speech 317	2
Speech 317	2	Bus. Ad. 337	5
Soc. 330	3	Soc. 330	3
Electives	2	Electives	2
			<u>16</u>

Senior Year			
Fall	Hours	Winter	
Speech 304	4	Speech 317	2
Speech 317	2	Speech Electives	6
Speech Electives ...	4	Electives	8-10
Soc. 331	5		
Electives	2		
	<hr/>		
	17		
		16-18	

Electives must include 22 hours of senior college credit.

Major in Speech, Correction Concentration

Freshman Year			
Fall	Hours	Winter	
Speech 101	4	Art 120 or Mus. 100	3
Eng. 101	3	Eng. 102	3
Chem., Physics or Math.	4	Chem., Physics or Math.	4
Prac. Arts or Craft	3	Soc. Sci.	5
P. E.	1-2	P. E.	1-2
	<hr/>		
	15-16		
		16-17	

Sophomore Year			
Fall	Hours	Winter	
Speech 105	4	Speech 211	4
Soc. 101	5	Soc. 102	5
Eng. 205, 206, 209, 211 or 212	3	Eng. 205, 206, 209, 211 or 212	3
Educ. 206	4	Biol. Sci.	5
P. E. (Women)	1	P. E. (Women)	1
Electives	2		
	<hr/>		
	16-17		
		17-18	

Junior Year			
Fall	Hours	Winter	
Speech 212	4	Speech 318	4
Soc. 355	3	Soc. 381	3
Physiol. 209a	4	Physiol. 300	4
Electives	6	Electives	6
	<hr/>		
	17		
		17	

Senior Year			
Fall	Hours	Winter	
Speech 405	4	Speech Electives	8
Speech Electives	8	Educ. 340	4
Educ. 306 or 343	4	Electives	4
Electives	2		
	<hr/>		
	18		
		16	

Electives must include 20 hours of senior college credit.

Major in Speech, Theater Concentration

Freshman Year			
Fall	Hours	Winter	
Speech 101	4	Speech 106	4
Eng. 101	3	Eng. 102	3
Chem., Physics or Math.	4	Chem., Physics or Math.	4
Prac. Arts or Craft	3	Soc. Sci.	5
P. E.	1-2	P. E.	1-2
	<hr/>		
	15-16		
		17-18	

Sophomore Year			
Fall	Hours	Winter	
Art 110	4	Art 111	4
Speech 204	3	Speech 208	1
Speech 206	2	Speech 214	2
Eng. 206, 209, or 212	3	Eng. 206, 209, or 212	3
Soc. Sci.	5	Biol. Sci.	5
P. E. (Women)	1	P. E. (Women)	1
	<hr/>		
	17-18		
		17-18	

		Junior Year				
Fall	Hours	Winter	Hours	Spring	Hours	
Speech 313	4	Speech Electives	4	Speech 312	4	
Electives	13	Speech 315	4	Speech 314	4	
	<hr/>	Eng. 306*	4	Eng. 360*	4	
	17	Home Ec. 330	3	Electives	5	
			<hr/>			
			15			
					17	
Senior Year						
Speech 402	4	Speech Electives	5	Speech Electives	13	
Speech Electives	9	Eng. 363*	4	Eng. 366*	4	
Eng. 361*	4	Electives	8			
	<hr/>		<hr/>			
	17		17			

* One of these may be omitted in favor of an elective.
Electives must include 21 hours of senior college credit.

101. **Principles of Speech.** For the development of an understanding of basic principles and proficiency in the skills involved in everyday communication. Provides experience in a variety of speech situations. Prerequisite to all other courses in speech except 106, 302, 307—unless by permission of the instructor and department chairman. 4 hours. Each quarter.
102. **Public Speaking.** Principles of public speaking applied to the various typical public speaking situations. Analysis of audience motives and reactions stressed in the approach to speech preparation. 4 hours. Each quarter.
103. **Reading Aloud.** A course designed to give practical instruction and training in the oral interpretation of good literature. A basic course for teachers, preachers, and speech majors. 4 hours. Each quarter.
104. **Training in the Speaking Voice.** Development of a good speaking voice and approved diction, through group and individual drill techniques. 3 hours. Each quarter.
105. **Phonetics I.** The International Alphabet studied and applied to the analysis of the sounds of the English language. 4 hours. Fall and Spring.
106. **Introduction of the Theater.** Study of the relations between the drama, the audience, and the theater, with a view to enriching (1) the general student's enjoyment of plays and motion pictures and (2) the theater student's background for practical work in play production. 4 hours. Winter.
107. **Radio Speaking.** An orientation with the elements of the speaking voice. Microphone philosophies and techniques. An analysis of radio equipment as it controls the radio speaker. Announcing techniques. Various types of talks programs. Microphone practice and recordings. 4 hours. Each quarter.
201. **Parliamentary Law.** A study of the rules of procedure involved in presiding over and participating in properly conducted meetings. 2 hours. Winter.
202. **Principles of Discussion.** A consideration of principles and methods of discussion applicable to various types of group discussion. Current problems used as material for discussion. 3 hours. Fall and Spring.
204. **Acting.** A study of acting techniques, practice in class exercises, one-act and major plays. Prerequisite, Speech 103. 3 hours. Fall and Spring.

205. **Principles of Argumentation and Debate.** A study of the principles of argument, analysis, evidence, reasoning, fallacies, briefing, and delivery. Actual experience in debating provided in class. Prerequisites, Speech 101 and 102 or 202. 3 hours. Winter.
206. **Stagecraft I.** A study of the techniques of production in the non-professional theater. Actual participation in work on Little Theater productions. 2 hours. Each quarter.
208. **Dramatic Activities.** One hour credit per term, but not more than two per year to be earned by participation in major college plays. 1 hour. Each quarter.
209. **Forensic Activities.** Not more than three quarter hours of credit, and not to exceed two each year, to be secured for participation in forensic activities. 1 hour. Each quarter.
Note: No credit in excess of nine hours allowed for forensic and dramatic activity courses.
211. **Phonetics II.** The dialects of English, including Scotch, Irish, Cockney, Yiddish, Mountain, and foreign dialects, German, French, Spanish, Italian, and Norwegian. Prerequisite, Speech 105. 4 hours. Winter.
212. **Speech Correction I.** An introductory course designed to acquaint the prospective teacher or correctionist with the more common articulatory defects which constitute some 90% of the defects found in the public school children. Diagnosis and methodology stressed. Prerequisites, major in education or speech. 4 hours. Fall.
213. **Speech Composition.** A detailed study of the rhetorical techniques applicable to public address. One major speech prepared, with careful working out of every possible refinement. Prerequisite, Speech 102. 4 hours. Fall and Spring.
214. **Stagecraft II.** A continuation of 206. Prerequisite, Speech 206. 2 hours. Each quarter.
215. **Reading of Prose.** A study of nondramatic prose literature from the viewpoint of the oral interpreter. Prerequisite, Speech 103. 4 hours. Winter.
216. **Principles of Radio Production.** The theories of radio production. Selecting and editing the program. Talent. Music. Rehearsal and production. Analysis of various types of shows. Special attention to equipment. Studio work. 4 hours. Fall.
217. **Oral Interpretation of Poetry.** A course emphasizing the study of the content and form of poetry and its interpretation to an audience. Prerequisite, Speech 103. 4 hours. Spring.
- 218, 219. **Choral Speaking.** The application of the principles of oral interpretation to group presentation. Participation in a speech choir, which will appear publicly. Prerequisite, Speech 103 and consent of the instructor. 2 hours. Fall and Winter. May be taken twice for a total of four hours of credit.
301. **Persuasion.** A study of the psychological principles involved in influencing individuals and groups, and their application to various types of speech situations. Prerequisites, Guidance 205, and 12 hours of speech. 4 hours. Fall.
302. **Play Production.** Problems and procedures in the selection and production of plays for the educational theater. Prerequisite, Speech 206. 4 hours. Fall.

- 303. Business and Professional Speaking.** Consideration of the specific speaking needs of business and professional people. Technical reports and lighter types of speaking included in the types studied. Primarily for adult and extension classes. 4 hours. Winter.
- 304. Radio and Television in Society.** An introduction to radio and television as mass communications media. What these media mean to the individual. The history, organization, and philosophy of the American system of radio and television as compared with foreign systems. Radio-television's obligations to the public. Types of programs, their development and analysis. No production in this course. 4 hours. Spring.
- 306. Speech Education.** A consideration of the principles of effective speech teaching in the elementary and secondary schools, through both curricular and extra-curricular speech work. Required of all majors and minors in the College of Education. Prerequisite, 18 hours of speech. 4 hours. Spring.
- 307. Story Telling and Children's Literature.** Designed to prepare elementary teachers to tell stories interestingly to children; and to acquaint these teachers with the available literature in the field. Prerequisite, junior standing. Not to be taken by students who have had English 213 or Education 313. 4 hours. Winter.
- 308. Dramatic Activities.** Same as 208, but requiring 18 hours of speech and junior standing. 1 hour. Each quarter.
- 309. Forensic Activities.** Similar to 209. Prerequisites, 18 hours of speech and junior standing. 1 hour. Each quarter.
- 310. Children's Theater.** The application of principles of production to the dramatization of children's stories, and to the presentation of plays specifically for children. Prerequisites, Speech 302 or 312. 3 hours. Fall.
- 311. Radio Program Writing.** An analysis of principal types of radio programs. Principles and forms of effective radio writing. Writing and analysis of a number of types of scripts. Script revision. 4 hours. Winter.
- 312. Stage Design.** The elements of design in lighting, settings, costumes. Prerequisites, Speech 106, 204, 206. 4 hours. Spring.
- 313. History of the Theater (1).** Study of the development of the theater and theatrical art from the beginning to the Renaissance. 4 hours. Winter.
- 314. Reading of Dramatic Dialogue.** The principles of interpretation as applied to dramatic dialogue. Prerequisite, Speech 103. 4 hours. Fall.
- 315. History of the Theater (2).** Study of the theater and theatrical art from the Renaissance to mid-nineteenth century. 4 hours. Spring.
- 316. Advanced Radio Production.** More advanced techniques, as used in radio dramas; use of musical backgrounds and sound effects to achieve moods, etc. An opportunity for practical radio work provided for this group. Prerequisite, Speech 216. 4 hours. Winter.
- 317. Radio Workshop.** An activity course in practical radio experience. Up to six hours' credit possible to be earned by repeating the course. Prerequisite, 7 hours of radio. 2 hours. Each quarter.
- 318. Speech Correction II.** Dealing with nature, etiology, and treatment of stuttering. Prerequisites, Speech 212, Guidance 305, and Physiology 203. 4 hours. Winter.

319. **Speech Correction III.** Anatomy, neurology, etiology, and systems and principles of correction for cerebral palsy, cleft palate, aphasia, and delayed speech. Prerequisites, Physiology 209a and 300. 4 hours. Spring.
320. **Oral Interpretation of Dramatic Literature.** A study of the interpretation of material with dramatic power. Prerequisite, Speech 103. 4 hours. Spring.
401. **Lecture and Lecture Recital.** A study of the particular problems of the longer speech. Each student required to prepare and give a lecture or lecture recital of an hour's duration. Prerequisite, Speech 301. 4 hours. Winter.
402. **Directing.** Selection of plays, casting, and methods of rehearsal. Development of characterization, control of tempo, and similar problems studied. Students to direct or aid in directing one-act and major plays. Prerequisites, Speech 204, 206, and 312. 4 hours. Fall.
403. **Aesthetics of the Drama and the Theater.** A study of the principles and practice of dramatic production in the light of modern aesthetic theory. A course attempting to formulate an aesthetic judgment of the theater. Prerequisite, Speech 402. 4 hours. Spring.
404. **Recital and Lecture Recital.** The preparation and delivery of the material for special occasions; a public recital to climax the work in this course. 4 hours. Fall.
405. **Speech Correction IV.** Clinical training in speech correction. One hour of class per week, plus six hours of supervised clinical work. Prerequisite, Guidance 305 and 426. 4 hours. Each quarter.
406. **Re-Education of Acoustically Handicapped Children.** Principles and techniques of equipping deafened children for a better adjustment to their situation. Prerequisite, advanced standing in education or speech. 4 hours. Fall.
407. **British Public Address.** An historical survey of selected British speakers from 1760 to the present and an analysis of their speeches in relation to the political, social, and intellectual life of their time. A lecture, reading, and discussion course. 4 hours. Fall.
408. **Psychology of Speech.** The nature and development of speech, its basic psychology, and the part speech plays in personality development. 4 hours. Winter.
410. **Anatomy and Physiology of the Ear and Vocal Mechanisms.** A study of the anatomy, physiology, and pathologies of the ear and vocal mechanisms with special reference to those areas of most importance to the speech clinician. 4 hours. Winter.
- 413 (2). **Nineteenth-Century American Public Address.** Critical and historical studies of American speakers from Jefferson to McKinley. A survey of speeches selected to reflect the dominant social and political themes which emerged during the growth of the American democracy. A lecture, reading, and discussion course. 4 hours. Winter.
416. **Hearing.** A course designed to acquaint the student with the theories and facts concerned with the functions of the hearing mechanisms. 4 hours. Spring.
- 417 (3). **Twentieth-Century American Public Address.** A continuation of Speech 413 (2). A survey of speakers, speeches, and the dominant themes reflected by them from the turn of the century to the present time. 4 hours. Spring.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

Division of Extension

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Vocational-Technical Institute

Full-Time Programs
Off-Campus Programs
Part-Time Programs
On-Campus Conferences
Related Training Courses

DIVISION OF EXTENSION

Raymond H. Dey, M.S., Director

Ernest J. Simon, M.S., Associate Director

Faculty Assistant James Francis Cannon, B.A.

Southern Illinois University maintains the Division of Extension as a part of its services to the in-service teachers and adults in general in that part of Illinois served by the University. Since its beginning twenty years ago, the Division has developed with the increasing demands for extension work throughout Southern Illinois.

A maximum of one-third of the total number of credits required for the bachelor's degree may be earned through extension work, and up to sixteen quarter hours for the master's degree.

Many courses that are given in residence are offered as extension work, and, when satisfactorily completed, are given the same credit as residence courses. All instructors of these extension courses are members of the regular University faculty, and the work offered meets all of the requirements of the American Association of Colleges for Teacher Education and the North Central Association of Colleges and Secondary Schools. These courses are not regularly scheduled for fewer than twenty persons. The tuition charge is \$2.00 per quarter hour, or \$8.00 for a four-hour course. No student may be admitted after the second meeting of the class, and a \$2.00 late registration fee is charged after the first meeting.

Specific inquiries concerning any service which the Southern Illinois University may provide should be addressed to the Director of the Division of Extension.

Vocational-Technical Institute and Adult Education

Ernest J. Simon, M.S., Director

Instructor William Randle, M.S. in Ed.

Lecturer Wesley G. Bovinet, M.A.[†]

Lecturer Scott H. Courier, A.B.

Lecturer Wilma E. Farris, M. Ed.

Lecturer Margaret Harriss, A.B.

Lecturer Richard Paul Hibbs, M.A.

Lecturer G. F. Highfill, A.M.

Lecturer D. W. Hortin, A.M.

Lecturer Roscoe Misselhorn

Lecturer Arthur W. Plumlee

Lecturer Charles E. Ridenour, B.S. in Ed.

Lecturer Russell Bryant Stephens, B.S.

Lecturer Walter Monroe Troutman, B. Ed.

Lecturer James Williams

Lecturer Vincent Alfred Zike, B.S.

Assistant Instructor Evalee McGee

Assistant Instructor Norma G. Miller, B.F.A.

In addition to the program of regular extension classes, most of which in the past have been for in-service teachers, the University is becoming more and more active in serving other adult groups and institutions in Southern Illinois. The Audio-Visual Aids Service is being greatly expanded. Classes in public speaking are available to business and professional men and women. Classes of special interest to particular groups, such as are desired by young men in the insurance or banking field, may be scheduled wherever the demand arises. Radio series may be secured by such groups as church organizations, women's clubs, or others who are interested in particular subjects.

The University is ready to attempt to furnish speakers or programs for civic groups. Music groups, individual students in the field of speech or music, and campus instructors who are specialists in their fields can provide unusually instructive and entertaining programs.

The primary objective of the Vocational-Technical Institute is the development of occupational competencies of youth and adults in the fields of business, trades and industries, and homemaking, through a curriculum which is six months to two years in length.

The programs are on a post-high-school level, terminal in character, and serving three groups of people:

1. High school graduates who need terminal education and training in preparation for entrance into an occupation.
2. Employed youth and adults.
3. Unemployed, out-of-school youth and adults, 18 years of age or over, who have not graduated from high school but who can profit by the program.

1. Full-Time Programs for High-School Graduates and Adults

This program is organized to offer to high-school graduates and adults intensive courses, of six months to two years, in education and training or preparation for a life-time career in various semi-professional, technical, and skilled occupational fields which offer permanent and well-paying employment.

Approximately twenty per cent of the total hours of the curriculum are devoted to general education, another twenty per cent to related technical information, and sixty per cent to laboratory and shop courses.

This type of program includes training in such fields as cosmetology, radio and television, refrigeration and air conditioning, photography, auto mechanics, machine shop, upholstering, retailing, secretarial work, dental technology, greenhouse operation, farm equipment and repair, etc.

2. Part-Time Programs for Employed Youth and Adults

These programs are organized to serve the following types of persons:

- (a) Employed workers who desire more comprehensive knowledge of a specific area of their occupation.
- (b) Apprentices and other "learners", who are required to attend school for approximately 144 hours per year for supplementary shop or technical training related to their trade or occupation.
- (c) Employed young people enrolled in a cooperative part-time program with "on the job" work experiences and school work closely coordinated as part of an educational program.
- (d) Employed workers who need retraining for new occupations.

A. Off-Campus Programs

These classes are organized on a short-unit basis and are offered at the request of adult groups or as a result of a survey of needs.

Such courses as human relations of supervisors and store managers, business letter writing, effective expression (voice and speech), showcard writing, window display, fabric facts, store organization and operation can be offered to adults employed in a retail, wholesale, or service organization. For adults employed in trade or industrial occupations such units can be offered as foreman-leader training, blueprint reading and estimating for building tradesmen, and tool technology for machinists.

B. Cooperative Part-Time Employment Program

In this type of program, students are on the campus for instruction for a period of one-half day to six months, alternating with "on the job" experiences for a similar period.

This type of cooperative part-time experience is being developed for various occupations such as retail selling, specific areas of insurance, real estate, and activities including the training of secretaries and office personnel.

C. On-Campus Conferences

These include conferences and workshops organized on a one-day-to-a-week basis, to provide instruction for specific groups.

Groups to be served will include agricultural groups, labor and management, lumbermen, insurance salesmen, hotel and restaurant employees, supervisory personnel in industry, and various retail groups such as grocery, department-store, hardware clerks, etc.

D. Related Training Courses for Apprentices and Other Employed Learners

These courses are organized to meet on the campus approximately one evening or afternoon per week for a period of three or four years.

Apprentices in the building and construction trades such as bricklaying, carpentry, pipe fitting, plastering, painting and decorating, are enrolled in this type of program.

Specific inquiries concerning the Vocational-Technical Institute should be addressed to the Director.

S O U T H E R N I L L I N O I S U N I V E R S I T Y

Statistics and Indexes

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Degrees Conferred, 1950

Enrollment

Officers and Faculty

General Index

DEGREES CONFERRED, 1950

College of Education

Degree of Bachelor of Science in Education

Stobert B. Abney	Phoebe Faye Cox
Gerald K. Archer	Van Eugene Craig
Alice Anna Baker	Helen B. Craine
Wallace Baldwin	Mary Virginia Cralley
Vincent A. Banks	Walter V. Creswell
Henry Barnard, Jr.	Frederick O. Criminger, Jr.
Robert Barra	George L. Criminger
Wesley Bartimus	Portia Weber Cross
William E. Batts	Darrell Glenn Cunningham
Ina Baudison	N. June Cunningham
William Joseph Bauer	Malcolm Dagley
Leona Carolyn Becker	Paul G. Dale
Lyle M. Beltz	Claude A. Davis
Wanda Mildred Bennett	Mont Davis, Jr.
Marjorie E. Best	Owen O. Davis
Betty Ann Biehl	May Ann Deitz
Wilma Billington	Robert Edward DeLaney
Barbara Lee Blackford	Johanna Carolyn Deters
Jetta Ruth Lively Blair	Helen Marie Dick
William Nelson Boese	Betty Barcroft Dodd
Olive Boner	Jackson Muir Drake
Earl Martin Bonnette, Jr.	Grace Helen Miller Duff
Annalee Lucile Bowers	Ella Eblin
John Noah Boyd	Loren M. Eddleman
Charles Raymond Boyer	John David Edwards
Thelma J. Bradshaw	Betty Bain Elam
Karl Dietrich Bramstedt	George Elston, Jr.
Frank Brashier	Gale Calvert Emery
Amanda Brehe	Elaine Endling
Melba Lenora Brown	Martina Ernsting
George S. Bruder	Muriel Morris Espy
Jack L. Bullar	Helen Maxine Etherton
Lawrence L. Burks	Robert C. Etherton
Eugene T. Burwell	Charles Kelland Evans
Glenn R. Byars	Roy W. Evans
Earl Byers	Elberta Jean Ewbank
Daisy Palmer Calhoun	Mona Lou Fagan
Phyllis Rae Canning	Bob G. Farris
Robert Walter Carmody	Lorena Farmer Feazel
Billy Neil Carr	Donald Wayne Ferguson
Vivian Cash	Lodema Ferrell
John M. Catlin	Nola Faye Finley
Carter C. Caudle	Flora Harrelson Foltz
Benjamin Perry Chaney	Lois Lucille Foltz
Stephen William Clark	Willard G. Franks
Charles Carr Cleland	Glenna Jane Fritts
Bylla Irene Cline	Frederick Wayne Fritzinger
Metella Bernice Cochran	Jimmy Dale Froman
Robert W. Colborn	Odis Wayne Fulton
Thurza Madge Collins	Lawrence Robert Gaddie
Jo Anne Connnelly	Mario Gallo
Betty Lou Conner	Clinton Z. Garbs
Salvatore Sam Corona	Phyllis Beimfohr Garbs
Bette Allen Corsa	Arthur Paul Garner
Charles Lewis Cottrell	Dorris Lee Garner

Degree of Bachelor of Science in Education—Continued

- Norris Lee Garner
 Hugo Adolph Gartner
 Luella Gates
 Thomas M. Gher
 James Wilford Gidcumb
 Antoine Stephen Godar
 Jeanne Gorden
 Pauline Karlee Grandon
 Harry Allen Grater, Jr.
 Betty McHenry Gray
 Milton Kinney Grooms, Jr.
 Aileen Barnard Gross
 Kenneth J. Gross
 Frank Freeman Groves
 William Paul Gurley
 David Wayne Guy
 Verla Baird Gwaltney
 Lois Bradley Hall
 William Doyle Hancock
 Joseph Lud Hanson
 Kenneth Gustave Hardway
 Donald Loren Harwick
 Vernon Dale Hedges
 Marion L. Hediger
 Charles Raymond Heinz
 Betty Ann Heisner
 William E. Helton
 Marjorie R. Hemphill
 Milton Henry
 Lois G. Hewitt
 Olin Lloyd Hileman
 Truman Thamer Hill
 Rufus R. Hindman
 Janice D. Hocher
 Carl E. House
 Agnes Hoyle
 Helen Huffman
 Joseph Edward Hughes
 Margaret E. Hughes
 Robert Howard Hutchison
 Glen James
 Claude Angus Jarrett
 Hannah Joe
 Paul Deneen John
 Marian Elizabeth Johnson
 Phyllis Johnson
 Augusta Sumner Johnston
 Mary Anita Johnston
 Carl Jones, Jr.
 Muriel Newton Jones
 Harriet Fields Jord'an
 Maxine V. Kaelin
 Frank William Kassner
 William Henry Keene, Jr.
 Elizabeth Little Kell
 Carol Patrick Kelly
 Bessie Scarborough Kerley
 Doris Catherine Hamann Kern
 Alethea Louise Kessler
 Dean W. Kessler
 Billie Eleanor King
 C. Wayne King
 Lena Mae Flynn King
 Frederic Eugene Kingston
 George John Kiriakos
 Robert Dale Kissack
 Isabel E. Klein
 Joyce Love Knight
 Mattie Wade Rosie Knight
 Shirley Jean Koesterer
 Dorothy W. Kunz
 Evah H. Lager
 Ruth C. Lamb
 Mary Lou Leathers
 John Alden Ledbetter
 William Franklin Ledbetter
 Mildred Leffler
 Ralph A. Leinicke
 Angelo V. Leoni
 Howard M. Leslie
 LaNell Glenn Lesseg
 Clara Mae Lewis
 Alma Murphy Lightfoot
 James Roy Lightle
 Hazel Ruth Littell
 Louie Allen Lockard
 Estel Edwin Logan
 Jack W. Long
 Mildred Lorenz
 James Roy Lovin
 Donald G. Lucy
 Robert L. Malone
 John H. Mankin
 Maxine Mann
 Mary Esther Marlman
 Charles Franklin Martin, Jr.
 Errah C. Martin
 R. Clyde Martin
 Mildred Lee Martindale
 Max H. Mason
 Jack Kinrade Mawdsley
 Hugh McCabe, Jr.
 Daniel Warren McClerren
 Oma Lee McClerren
 Robert A. McCluskey
 Leslie McCollum, Jr.
 Ellen Marie McCullough
 Jack Albert McDowell
 Val J. McFadin
 John Samuel McFeron
 James Robert McGee
 Donald McGill
 Gordon McGinnis
 Celia Belle Gill McGovern
 Betty Jean McKeown
 Charles E. McManus
 Mabel McNeill
 Gertrude Hawkins McPhail
 Ida Mae McReynolds
 Norman H. Meyers
 Mildred Elizabeth Michels
 Charles E. Miller

Degree of Bachelor of Science in Education—Continued

John Robert Miller	Carlotta Schuetze
Malcolm Leroy Milliner	Robert Schultz
David Mills	Juanita Sadie Scott
David Samuel Mills	Richard Clinton Seelman
Pete Roland Milosevich	Warren Frederick Seibert
Patricia Ann Minor	Ruth Eileen Shafer
Marion L. Moake	Bernice L. Sheffer
Helen L. Morrow	Patricia Ann Shinn
Paul W. Moss	Blanche Short
Curtis W. Mundell	Nellie S. Simmons
Ralph J. Myers	Martha Faye Sisk
James Riley Neunlist	Conan Noral Smith
Marion Rufus Newman	Martha Jean Spear
Maralyn L. Niebruegge	Marguerite Jean Spiroff
Norman L. Nilsson	Billy Eugene Stanhouse
Marjorie Cosgrove Nolen	Robert F. Steinbrook
William Y. Nolen	Esther Joyce Stephens
Gladys Ruth Norman	James Lee Stephens
Lydia Jane North	Anna Samson Stephens
George E. Novak, Jr.	Mary Phyllis Stevens
Capitola Jones Nulty	Auda A. Stone
Irene Elizabeth Oberheu	Gloria Marie Stone
Myron B. O'Hara, Jr.	Adrian Keith Stonecipher
Mary Alice Ohms	Harold Roland Stroup
Gene Owen Osburn	Thomas A. Stubbs
Robert F. Osowski	Harlan Eugene Suits
Charles Cantardo Palia	Herschel Laverne Suits
Harrison Eugene Pallett	Carl Laverne Swisher
Earl E. Parkhill	Mary Elsie Taake
J. Gordon Parkhurst	Clara C. Taggart
Leila Vesta Partee	Marion William Tally
Harold Lee Patterson	Frances Catherine Tapella
Patricia Ann Patterson	Berl T. Tate
Michael Pekelnicky	L. Velva Tate
Arthur A. Pingolt	William T. Tate, Jr.
Norma Evelyn Pitchford	Gerald Max Taylor
Bertha P. Pixley	Hazel Miller Taylor
Carl Martin Planinc	Pete Tedeschi
Warren G. Priest	Grace Rushing Thompson
Marilyn E. Provart	Herbert Russell Thompson
Charles Dewey Pruitt	Howard G. Thurman
Melbe Pruitt	Nellie M. Todd
Sarah W. Purdy	Alma Jean Tottleben
Marjorie Raback	Katherine Trapani
Otto Ray Readhead	Betty Turner
Carolyn Reinbold	John Olen Turner
Arthur Douglas Relford	Catherine Venegoni
Betty Lucille Rhoads	Ruth Anita Verble
Selma Gertrude Richter	Richard Frank Vorwald
Guy Blackwell Righter	Mildred Marie Waidelis
Dorothy Rippelmeyer	Dorothy June Walker
George Melvin Robertson	Bessie Simpson Warren
Conrad W. Robison	James Clyde Warren
Antonio Romano	Doris Jackson Waters
Lela May Armm Runck	William Earl Waters
David Sanders	Everett Weaver
Richard Wood Sanders	Patricia Whalen
George F. Sawyer	Aster Lee Wright Wheeles
John P. Schneider	Arthur F. Whitten
Walter J. Schneider	Ruth Ann Wildy

Degree of Bachelor of Science in Education—Concluded

Jerrol Evans Williams
 Betty Eleanor Wilson
 William P. Wilson
 Lillian Albers Winning
 William Meredith Wolfinbarger

Harold Edwin Womble
 Frances Wood
 D. Jean Young
 Helen Freres Young
 James William Young

College of Liberal Arts and Sciences**Degree of Bachelor of Arts**

Harold Russell Akers
 John Earl Arnold
 Donald L. Balsover
 James W. Baugher
 Frank John Bietto
 Charles Wesley Blessin
 Randell Eugene Blockley
 Jean Reginald Boatright
 James C. Bowling
 Charles H. Boyd
 J. R. Boyd
 Betsy Bennett Burnam
 William J. Burns
 James Francis Cannon
 George Gerald Carmack
 A. Louis Cartwright
 Robert Chase Child
 Joseph B. Clarida
 Jack E. Collins
 John Henry Craig, Jr.
 John Robert Crosley
 Lindell Eugene DeJarnett
 Weldon Dillow
 LaVern Lee Dudenbostel
 Robert E. Dudenbostel
 Robert Arnold Edmonds
 David Edward Elder
 Sam Byron Eubanks
 Mary Evelyn Fearnside
 George A. Ferguson
 Charles Clifton Francis
 Robert Ray Friedman
 Robert O. Fuson, Jr.
 Harvey F. Gardner
 Louie George Gaskins
 Dolan Ward Ginger
 Charles Thomas Goss
 Frank Freeman Groves
 Thomas Joseph Gunhouse
 Ralph Louis Hanebutt
 Donald J. Hankla
 Robert Stewart Harrell
 Donald R. Harriss
 Robert Dean Hayton
 Dorothy Lou Helmer
 Laurel Michael Henley
 Donald Lee Henry

William Martin Irvin
 R. Wayne Isaacs
 Jewel R. Johnson
 Carl L. Jones
 Marion Edward Kallenback
 James Francis Kerr, Jr.
 Maurice D. Kidd
 Robert Eugene Lanier
 William Robert Lawrence
 Hubert Joseph Loftus
 Robert Eugene Maedeker
 Louis Manfredo
 Nick Arthur Masters
 Vernon David Matthews
 Charles M. Medearis
 Carl E. Mezo
 Louis V. Miller
 Kenneth K. Mitchell
 Vernon Moore
 Paul M. Morrison
 Darwin Eugene Neihaus
 Richard L. Newby
 Joseph L. Novak
 Esther Patricia Pajak
 Hannah Troutt Parsons
 John D. Parsons
 James E. Pemberton
 Harold Ernest Perkins
 Helen M. Perryman
 James Lee Pflasterer
 Harry C. Pirtle
 Ernest Euel Eugene Poole
 Clayton G. Pratt
 Paul E. Pursell
 Orville Edward Pyle
 Carl Roy Ree
 Billy E. Reiman
 George Wallace Rich
 Charles Richardson
 Madge Elder Roberson
 Thomas J. Robinson
 Sherwin Lee Sanders
 James Terry Shafter
 Estelle E. Smith Shifley
 Jack Daniel Simmons
 Thomas Harold Smith
 Harold E. Spencer
 Herbert K. Stallings

Degree of Bachelor of Arts—Concluded

Warren M. Stookey	Walter B. Welch, Jr.
Thomas Jefferson Throgmorton, Jr.	Troy L. Wilkinson
Gertrude A. Troesken	DeLores Jean Williams
Theodore Van Winkle	Mary Isabel Judith Wilson
Wendell L. Ward	Ray H. Wolf
Ersking Lee Webb	Robert B. Wright, Jr.

Degree of Bachelor of Science

John Willis Johnson	Wellington Cady Thalman
	Charles K. Williams

College of Vocations and Professions**Degree of Bachelor of Music**

Kent Werner

Degree of Bachelor of Science

Bill L. Aldridge	John Nelson Martin
Paul Edwards Allen	Ellis Leslie Mitchell
Robert Eugene Bonham, Jr.	Alfred Charles Mor
Louis S. Brouillette	Robert Earl Murphy
Richard Charles Brown	Bobby Ray Neighbors
Louis Henry Brusatti	Joseph A. Niemann
James Warren Burch	Mary Alice Ohms
Conley Welch Burgess	Claude O. Parker
Charles D. Butler	Rebekah L. Poirot
John Thomas Chaney	Ronald W. Quigley
Howard George Chattillion	Alvis Dean Ramsey
Carrell A. Clem, Jr.	Dale D. Ray
Wilbur Harry Clendenin	Charles N. Risley
Jack L. Collier	Robert L. Ruff
Nunzie Anthony Corona	Calvin L. Sanders
Mary Alice Newsom Dell	Leo A. Schumacher, Jr.
Charles Eugene Dycus	Thomas Alvin Scully, Jr.
Russell Eugene Fairburn	John Russell Senti
Wesley Joseph Ford	Eugene Shaffer, Jr.
Donald Frederick Foss	Delores Sharp
Walter S. Frazer	William F. Sheffield
Carl Dean Gaerig	Charles D. Sheffler
James L. Gent	Byrl Loren Sims
Harold J. Hartley	Walter Emerson Smith
W. Neil Hediger	Virgil Edward Spruell, Jr.
Wilbur M. Hemmer	Thomas Harry Stacey
Ralph E. Henderson	Joe Stanley Stevens
Mary Ann Holland	Howard Raymond Strohl
Maurice D. Holland	Charles Elmer Taylor
Harry Michael Jackson	Paul Leslie Turner
James W. Jackson	Elmer Earl Wallace
Billy Charles Kemper	Billy Jean White
William E. Lienesch	Loren Charles Wilson
Charles Raymond Lemons	Louis Dean Young
Billy Dean Mann	

Graduate College**Degree of Master of Arts**

Dorothy Sager Beltz
 George Washington Beltz
 Robert R. Curtis
 Woodrow M. Fildes
 Raymond Joseph Goeddel
 Alvin C. Lopinot
 Willis E. McCray, Jr.
 William Evans Moss
 Jeanette Hoffman Neckers
 Robert Pulliam

Paul William Reeder
 Joseph Rezetka
 John L. Roach
 Virginia Miller Sikkel
 Nina Louise Theiss
 Harold E. Todd
 Mary Jean Vaupel
 Emma Marsh Welch
 Adam Kung-wen Wen
 Roy Keith Weshinsky

Degree of Master of Science**Jack W. West****Degree of Master of Science in Education**

John Robert Armstrong
 Jefferson D. Ashby
 Harry Banycky
 Denzel E. Berry
 Eldon Ellis Bethard
 Lester Albert Bickel
 Ruth Dixon Bryan
 Sadie Bryant
 Charles Stewart Chandler
 Jason J. Collins
 Dan Cox
 Clyde Bert Crain
 William Davies, Jr.
 Marjorie Mae DeLap
 Ralph Francis Dewey
 Frederick Monroe Dinkelman
 James Beaupre Dodd
 George Dohanich
 Warren Robert Eberhart
 Robert P. Enrietto
 Thomas Dean Evans
 E. G. Fitzgerald
 Thomas William Floyd
 Mildred Rendleman Friedline
 Dixie Elaine Hardy
 Claudine Richardson Janes
 Kenneth M. Jobe
 James Garner John
 Orland L. Kelley
 John Henry Kieser
 Zetta Arnette Lee
 Laline Lawis Lord
 Myrtle Wiggs Lord
 Blanche M. Lucas
 Pete Makuh
 Edward A. Martin
 Ethel Inez Martin

Nora Kreher McManus
 Samuel Semple McPhail
 Charles Harold Mescher
 Harold D. Mieure
 Aubrey A. Montgomery
 Norbert J. Moorleghen
 Clifford Paul Murrie
 George Hamilton Otrich
 Albert Owens, Jr.
 Loren E. Pinson
 Viola Loraine Poirot
 James Edward Polston
 William Clifton Qualls
 Donald Ivan Raines
 Elliott Eugene Reiman
 Carl L. Rody
 Claude J. Rose, Jr.
 Daisy Rotramel
 Edward Glenn Rountree
 Ivan L. Russell
 William W. Sanders
 Martin Paul Schroedel
 Joe Spagnoli
 William Raymond Staudacher
 Philip R. Strange
 W. Dean Taylor
 Benjamin Franklin Thomas
 Clyde Ozment Travelstead
 Mamie Walker
 Delbert Aaron Waller
 Thomas Winn Watts
 Robert L. Wells
 William David Whiteside
 Phoebe Eleanor Wilkins
 Charles F. Woolard
 Howard Wright
 Elmer O. Ziegler

SUMMARY OF DEGREES, 1950

College of Education

Degree of Bachelor of Science in Education

	Men	Women	Total
June 11	147	89	236
August 4	53	74	127
	200	163	363

College of Liberal Arts and Sciences

Degree of Bachelor of Arts

	Men	Women	Total
June 11	61	6	67
August 4	35	5	40
	96	11	107

Degree of Bachelor of Science

	Men	Women	Total
June 11	2	0	2
August 4	1	0	1
	3	0	3

College of Vocations and Professions

Degree of Bachelor of Music

	Men	Women	Total
June 11	0	0	0
August 4	1	0	1
	1	0	1

Degree of Bachelor of Science

	Men	Women	Total
June 11	51	3	54
August 4	13	2	15
	64	5	69

Graduate College**Degree of Master of Arts**

	Men	Women	Total
June 11	2	2	4
August 4	12	4	16
	14	6	20

Degree of Master of Science

	Men	Women	Total
June 11	0	0	0
August 4	1	0	1
	1	0	1

Degree of Master of Science in Education

	Men	Women	Total
June 11	20	10	30
August 4	38	6	44
	58	16	74

Total Bachelor's Degrees

	Men	Women	Total
June 11	261	98	359
August 4	103	81	184
	364	179	543

Total Master's Degrees

	Men	Women	Total
June 11	22	12	34
August 4	51	10	61
	73	22	95
Total Degrees Conferred June 11.....	283	110	393
Total Degrees Conferred August 4.....	154	91	245
Total Degrees Conferred.....	437	201	638

UNIVERSITY
ENROLLMENT BY COLLEGES, 1950-51

	Education			Liberal Arts and Sciences			Vocations and Professions			Totals		
	M	W	T	M	W	T	M	W	T	M	W	T
Summer, 1950 (8 weeks)												
Graduates.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	293	102	395
Post-Graduates.....	43	35	78	6	4	10	44	6	50	93	45	138
Seniors.....	203	223	426	52	10	62	41	4	45	296	237	533
Juniors.....	137	233	370	41	7	48	34	13	47	212	253	465
Sophomores.....	85	167	252	53	10	63	29	10	39	167	187	354
Freshmen.....	67	82	149	34	11	45	33	19	52	134	112	246
Total.....	535	740	1275	186	42	228	181	52	233	1195	936	2131
Extension (duplicates excluded).....	.....	.....	.....	.....	.....	.....	.....	.....	.....	95	187	282
Total.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2413
	Education			Liberal Arts and Sciences			Vocations and Professions			Totals		
	M	W	T	M	W	T	M	W	T	M	W	T
Fall, 1950												
Graduates.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	196	75	271
Post-Graduates.....	11	16	21	9	4	13	3	1	4	23	15	38
Seniors.....	145	140	285	60	8	68	59	10	69	264	158	422
Juniors.....	192	169	361	87	17	104	70	14	84	349	200	549
Sophomores.....	184	195	379	126	21	147	164	25	189	474	241	715
Freshmen.....	250	268	518	190	40	230	251	92	343	691	400	1091
Total.....	782	782	1564	472	90	562	547	142	689	1997	1089	3086
Belleville Residence Center ...	18	37	55	.....	.....	.....	.....	.....	.....	18	37	55
Total Residence	800	819	1619	472	90	562	547	142	689	2015	1126	3141
Extension (duplicates excluded).....	.....	.....	.....	.....	.....	.....	.....	.....	.....	327	1022	1349
Total.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4490

UNIVERSITY
ENROLLMENT, 1949-50

	Men	Women	Total
Summer Session, 1949	1154	846	2000
Fall, 1949, Residence.....	2026	1074	3100
Winter, 1949-50	1928	926	2854
Spring, 1950	1815	937	2752
Total Individuals, Regular School Year, 1949-50....	2336	1232	3568
Individuals, Regular School Year, 1949-50, and Sum- mer Session, 1949 and Belleville Residence Center..	2761	1690	4451
Individuals, Extension, 1949-50.....	535	1659	2194
Total Individuals, Regular School Year, Summer, Ex- tension, and Belleville, 1949-50.....	3072	2777	5849
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